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CONTENTS

General	1015-1076
Theory & Systems • Methods & Apparatus • New Tests • Statistics • Reference Works • Organizations • History & Biography • Professional Problems of Psychology	
Physiological Psychology	1077-1090
Nervous System	
Receptive and Perceptual Processes	1091-1132
Vision • Audition	
Response Processes	1133-1155
Complex Processes and Organizations	1156-1198
Learning & Memory • Thinking & Imagination • Intelligence • Personality • Aesthetics	
Developmental Psychology	1199-1215
Childhood & Adolescence • Maturity & Old Age	
Social Psychology	1216-1279
Methods & Measurements • Cultures & Cultural Relations • Social Institutions • Language & Communication • Social Action	
Clinical Psychology, Guidance, Counseling	1280-1336
Methodology, Techniques • Diagnosis & Evaluation • Treatment Methods • Child Guidance • Vocational Guidance	
Behavior Deviations	1337-1427
Mental Deficiency • Behavior Problems • Speech Disorders • Crime & Delinquency • Psychoses • Psychoneuroses • Psychosomatics • Clinical Neurology • Physically Handicapped	
Educational Psychology	1428-1467
School Learning • Interests, Attitudes & Habits • Special Education • Educational Guidance • Educational Measurement • Education Staff Personnel	
Personnel Psychology	1468-1505
Selection & Placement • Labor-Management Relations	
Industrial and Other Applications	1506-1524
Industry • Business & Commerce • Professions	

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AUTHOR INDEX¹

- Abraham, K., 1375
Ackermann, E., 1191
Adams, J. S., 1133
Agar, W. E., 1015
Agersborg, H. P. K., 1016(a)
Albert, H., 1468
Allen, R. M., 1165
Altus, W. D., 1283, 1438
Ames, L. B., 1199
Ammons, H. S., 1042
Ammons, R. B., 1042
Ananiev, B., 1062
Anastasi, A., 1026
Anderson, R. G., 1193, 1326
Angyal, L. v., 1418
Appel, K. E., 1337(a)
Arbuckle, D. S., 1327
Arief, A. J., 1088, 1376
Armstrong, H. G., 1479
Armheim, R., 1194
Arntzen, F. I., 1338
Aronson, A. H., 1469
Aronson, L. R., 1137(a)
Asch, S. E., 1216
Ash, P., 1507
Asher, E. J., 1049
Assum, A. L., 1392
Axline, V. M., 1301
- Babcock, H., 1017
Bailey, P., 1090
Baldock, E. C., 1317
Balint, M., 1200, 1201
Barker, W., 1419
Barnett, G. J., 1328
Bassett, M., 1189
Batmale, L. F., 1428
Beck, S. J., 1067, 1302
Beegle, J. A., 1230
Bell, J. E., 1284
Bell, T. B., 1134
Bellows, R. M., 1508
Bennett, G. K., 1329
Berg, C., 1303
Berkowitz, S. J., 1271
Berke, J. V., 1273
Beum, C. O., 1245
Bice, H. V., 1356
Billig, A. L., 1465, 1466
Binger, C., 1339
Bingham, W. V., 1068
Bion, W. R., 1217
Birch, H. G., 1077, 1218(a)
Birren, F., 1509
Bisson, J. G., 1330
Bitterman, M. E., 1095, 1510
Black, P., 1063
Blair, G. M., 1429
Boblitt, J. M., 1464
Bode, B. H., 1430
Boeder, P., 1117
Bogardus, E. S., 1246
Boisen, A. T., 1304
Bonaventura, E., 1340
Born, W., 1156, 1195
Bowles, J. W., Jr., 1520
Bradley, M., 1357
Braude, R., 1135
Brennan, J. G., 1096
Broida, D., 1294
Brower, D., 1157
Brown, W. L., 1168
Bruder, E. E., 1285
Bruner, J. S., 1094
Bujas, R., 1027
Bulanova, K. N., 1101
Burton, A., 1069
Butler, F. O., 1390, 1423
Buytendijk, F. J., 1130
Bychowski, G., 1219
- Caldwell, J. M., 1341
Caldwell, L. K., 1521
Calhoun, J. B., 1220(a)
Cameron, E. S., 1318
Carroll, P., Jr., 1511
Carson, L. D., 1480
Carter, H. D., 1439
Cartwright, D., 1221
Caspari, E., 1136(a)
Cassel, R. H., 1358
Castelluovo-Tedesco, P., 1185
Cattell, R. B., 1050
Chicago, University, Committee on Education, 1259
Churchman, C. W., 1032
Clark, E., 1137(a)
- Clark, G., 1077, 1218(a)
Clark, J. H., 1286, 1391
Clark, W. E., 1091
Coetsier, L., 1331
Cohen, A. K., 1260
Collet, G. M., 1288
Collins, N. E., 1222(a)
Compton, A. H., 1430
Connelly, G. M., 1249
Conrad, H. S., 1287
Cottrell, C. L., 1095
Cowen, E. L., 1425, 1426
Cox, K. J., 1481
Cralk, K. J. W., 1018
Cranbach, L. J., 1435
Criswell, J. H., 1245, 1247
Crown, S., 1248
Cruickshank, W. M., 1425, 1426
- Davis, D. R., 1512
Davis, N. M., 1492
Delay, J., 1166
Desoille, R., 1305
Deutschberger, P., 1223
Devereux, G., 1261
De Vries, H., 1097, 1131
Diaz Padron, J. A., 1377
Dodd, S. C., 1051
Doll, E. A., 1359
Dreffin, W. B., 1462
Drever, J., 1070
Dubinskaja, A. A., 1106, 1126
Duffy, E., 1158
Dungan, I. M., 1071
Durea, M. A., 1299, 1392
Dymond, R. F., 1159
Dzhaneludze, G. U., 1098
- Eaton, G. L., 1513
Eaton, J. W., 1224
Eckerman, A. C., 1493
Eckstrand, G., 1519
Edwards, A. L., 1052
Edwards, R. S., 1494
Egel, P. F., 1420
Ekas, G. S., 1071
Eibel, E. R., 1138
Eliasberg, W., 1393
Ellis, A., 1058, 1287
Engberg, E. J., 1360
English, H. B., 1306
Enno, Z. N., 1101
Erdman, R. L., 1454
Estep, M. F., 1508
Evans, H. S., 1288
Evans, L. T., 1225(a)
Eysenck, H. J., 1248
- Fairbanks, R. J., 1522
Faw, V., 1186
Feder, D. D., 1059
Fedorov, N. T., 1099
Fedorova, V. I., 1099
Feingold, G. A., 1455
Feldman, R. S., 1348
Fey, W. F., 1289
Fidler, R. F., 1378
Finke, L. A., 1402
Fitzpatrick, F. L., 1470
Fleming, E. E., 1046
Flesch, K., 1274
Foley, J. P., Jr., 1026
Fong, T. C. C., 1342
Form, W. H., 1501
Francis, E. K., 1262
Frank, L. K., 1187
Fraser, P., 1033
Fraser, R., 1471
Freeman, D. S., 1430
Frenkel-Brunswik, E., 1263
Friedlander, K., 1202
Friedmann, H., 1139(a)
Frisch, K. v., 1140
Froeschels, E., 1160
Fuller, J. L., 1141, 1142(a)
- Gajardo, S., 1394
Gallie, W. B., 1019, 1196
Galline, A., 1403
Galotchkina, L. P., 1100
Gardner, L. P., 1167
Garfield, S. L., 1289
Germany, G., 1188
Gerasovskiy, L. N., 1101
Gegenheimer, R. A., 1361
Gentry, G., 1168
Gerard, M. W., 1307
Gesell, A., 1203(a)
Gewirtz, J. L., 1275, 1276
- Giese, W. J., 1472
Gilliland, A. R., 1519
Gittelson, M., 1204
Goddard, H. H., 1205
Goldner, R. H., 1435
Gordon, M., 1137(a)
Gordon, M. M., 1226
Gould, L., 1343
Graham, A. W., 1456
Grandine, L., 1169
Grant, D. A., 1034
Green, R., 1319
Griffiths, W. J., Jr., 1133
Grine, R. J., 1450
Groesbeck, B., Jr., 1482
Gross, L., 1431
Gunderson, E. J., 1308
Gutelius, M. F., 1206
- Hauman, J. A., 1414
Hamilton, G., 1309
Harlow, H. F., 1169
Harms, I., 1212
Harris, C. W., 1440, 1441
Harris, F. J., 1474
Harris, N., 1249
Harris, W. W., 1043
Havens, V., 1463
Havermans, F. M., 1344
Healey, E. G., 1078
Hernshaw, L. S., 1506
Hecht, C. A., 1450
Heidbreder, E., 1176, 1177
Helson, H., 1028
Hemphill, R. E., 1421, 1422
Hill, H. F., 1362
Himes, J. S., Jr., 1458
Himmel, J. G., 1415
Hoagland, H., 1084(a)
Hodge, R. S., 1395
Hofstetter, H. W., 1102
Holt, R. R., 1057
Holzinger, K. J., 1056
Horace Mann-Lincoln Study Group, 1432
Horanyi-Hecht, B., 1404
Horrocks, J. E., 1280
Hsu, E. H., 1053, 1054, 1178
Hulse, W. C., 1310
Hurdley, D. H., 1473
Hunt, E. L., 1451
Hunt, J. McV., 1290
Hunton, V. D., 1092
Huston, P. E., 1072
Hutchins, R. M., 1430
Hutson, P. W., 1281
Hutton, E. L., 1189
- Ichheiser, G., 1264
Ife, A. L., 1495
Iisager, H., 1265
Ingle, D. J., 1079
Irion, A. L., 1170
- James, W., 1020
Jameson, W., 1073
Jaques, E., 1496
Jarrett, R. F., 1055
Jernild, A. T., 1207
Johns, E. H., 1103
Johnson, F. H., 1080
Johnson, R. A., 1143(a)
Johnson, R. E., 1442
Jones, D. M., 1453
Jones, M., 1412
Josselyn, I. M., 1311
Jungmann, H., 1104
- Kallmann, F. J., 1405
Kaminskaya-Pavlova, Z. A., 1105
Kangan, M., 1497
Kaplan, L. P., 1379
Kaplan, B., 1380, 1381
Kattsoff, L. O., 1021
Katz, L., 1250
Katzell, R. A., 1498
Kekcheev, K. Kh., 1106, 1107
Kennedy, A., 1396
Kerr, W. A., 1499
Kilpatrick, F. P., 1052
King, C. D., 1029
King, P. H. M., 1514
Kirk, S. A., 1454
Klapp, O. E., 1227
Klein, G. S., 1291
Klein, H. R., 1416
Klein, R., 1422
- Klimes, K., 1345, 1413
Kluckhohn, C., 1022
Knapp, P. H., 1427
Knoll, H. A., 1035
Koomen, M., 1035
Kooncz, A. R., 1346
Kravkov, S. V., 1108
Krech, D., 1228
Kroeber, A. L., 1229
Krueger, F., 1030
Krug-Brady, O., 1208
Kühn, H., 1382
- La Barre, W., 1266
Langhorne, M. C., 1171
Laplace, F. P., 1397
Lashley, K. S., 1109
Lauck, M. T., 1457
Lawhe, C. H., 1474
Laycock, S. R., 1383
Lee, A. M., 1251
Lee, H., 1168
Le Grand, Y., 1036
Lehner, G. F. J., 1451
Leischner, A., 1389
Lemkau, P. V., 1282
Lewinski, R. J., 1179
Lewia, E. O., 1363
Lind, M., 1443
Lindsay, J. S. B., 1406
Livermore, J. B., 1379
Loevenich, H. K., 1128
Long, C. N. H., 1081
Longmore, T. W., 1230
Longstaff, H. P., 1332
Loomis, C. P., 1230
Loudet, O., 1064
Lowrey, L. G., 1312
Luckiesh, M., 1110, 1111
Lurie, L. A., 1320
- MacCorquodale, K., 1173
McCreedy, J. J., 1500
McGehee, W., 1483
McKinney, J. C., 1231
MacMillan, M. H., 1484
Macomber, F. G., 1433
Magaret, A., 1407
Maier, N. R. F., 1347, 1348
Malberg, B., 1364
Mandell, M. M., 1074, 1485
Manley, A. E., 1458
Mansor, M. P., 1384
Marcondes, D., 1408
Marquis, D. G., 1023
Marston, M. V., 1238(a)
Martina, T., 1144
Marx, M. H., 1172
Masaveu, J., 1398
Masfield, W. G., 1349
Mead, L. C., 1515
Mead, M., 1232
Meehl, P. E., 1173
Meesters, A., 1130
Meister, D., 1321
Mettler, F. A., 1085
Metz, B., 1082
Meyer, J. E., 1086
Miel, A., 1467
Miles, R. W., 1044
Miller, D. C., 1501
Miller, M., 1112
Misiak, H., 1113
Moberly, R. L., 1475
Morales Gorleri de Tribiño, S. E., 1037
Moreno, J. L., 1233, 1234, 1235
Morlan, G. K., 1267
Morley, D. W., 1145
Mower, O. H., 1277
Murray, W. G., 1060
Muzylev, F. I., 1114, 1115
Mygind, S. H., 1132
- Nagy, G., 1280
Nagy, M., 1209
Nahm, H., 1523
Napoli, P. J., 1045
Neumüller, J., 1116
Newhall, S. M., 1096
Newman, S. H., 1464
Newton, R. D., 1215
Nezamis, E., 1079
Nickerson, D., 1516
Nielsen, J. M., 1423
Nisonger, H. W., 1365
Nissen, H. W., 1167
Nogué, J., 1093
Norman, R. D., 1299
- O'Brien, J. D., 1350
Öbrink, J., 1161
Ogle, K. N., 1117
O'Grady, J. J., 1502
Osburn, W. J., 1444
Oukhtomski, A. A., 1087
Overstreet, F., 1176
Oxlade, M. N., 1486, 1491
- Palmer, F., 1277
Parry, D. F., 1210
Parry, H. J., 1252
Parsons, T., 1434(a)
Pear, T. H., 1024, 1065
Pearce, J. D. W., 1322
Pearson, H. J. C., 1517
Penrose, L. S., 1180
Pentschew, A., 1366
Perry, R. B., 1020
Phelan, B. K., 1500
Pichot, F., 1367
Pickford, R. W., 1197
Pierce, H. O., 1292
Pierce, J. F., 1039
Pillerdorf, L., 1351
Pinegin, N. I., 1118, 1119, 1120, 1121
Postman, L., 1094
Pratt, K. C., 1445
Pronko, N. H., 1520
Punke, H. H., 1293
- Quirós Cuarón, A., 1399
- Rabin, A., 1294
Raimy, V. C., 1038
Rascovsky, A., 1352
Rawley, C., 1385
Raymond, C. S., 1368
Redf, F., 1313
Reitman, F., 1198
Richardson, H. M., 1236
Rohrer, W. M., 1039
Rosenheim, F., 1386
Rosenzweig, L., 1046
Rosenzweig, S., 1046
Rothe, H. F., 1484
Rothrock, S. E., 1450
Rotman, D. B., 1376
Rotter, J. B., 1253
Rubé, F., 1409
Rubin, H., 1300
Rubin-Robson, G., 1237
Rudolf, G. de M., 1295, 1387
Ruesch, J., 1417
Ruf, H., 1446
Ruja, H., 1211
Russell, R. W., 1039
Ryan, T. A., 1095
- Sampson, J. N., 1296
Samsonova, V. G., 1122
Sands, H., 1157
Sanger, M. D., 1277
Scheidt, S., 1314
Schneider, W. F., 1400
Schneirla, T. C., 1146(a)
Schnur, A. C., 1401
Schottky, J., 1369
Schwarz, L. A., 1107, 1123
Scott, J. P., 1238(a)
Seashore, C. E., 1040
Seashore, H. G., 1329
Seltzer, C. C., 1190
Semenovskaya, E. N., 1108, 1124, 1125, 1126
Seward, J. P., 1031
Shaffer, I. E., 1127
Shartle, C. L., 1239
Shaskan, D. A., 1315
Sheldon, W., 1447
Sherman, I. C., 1088
Sherman, Murray, 1460
Shore, M. J., 1436
Simoes, L., 1297
Simpson, M. M., 1407
Sinclair, G., 1331
Sisson, E. D., 1476
Skeels, H. M., 1212
Slater, E. T. O., 1353
Slater-Hammel, A. T., 1147
Sletto, R. F., 1254
Sloman, S. S., 1213, 1323
Smith, I. M., 1181
Smith, R. E., 1278
Smucker, O., 1255
Snyder, L. H., 1162(a)
- Solomon, J. C., 1316
Speer, G. S., 1524
Speidel, C. C., 1089
Spriguel, W. R., 1487
Stalnaker, J. M., 1269
Stanway, H. G., 1518
Staudt, V. M., 1163
Steindamm, H., 1191
Stengel, E., 1410
Stern, E. S., 1388
Stevenson, G. S., 1370
Stewart, F. A., 1256
Stoddard, R. M., 1239
Stone, C. H., 1297
Stone, G. R., 1174, 1175
Storer, T., 1279
Straker, D., 1488
Strang, R., 1459
Strauss, L., 1371
Strömberg, E., 1354
Studnitz, G. v., 1128
Stuthe, H., 1214
Summer, F. C., 1092, 1103
Super, D. E., 1334
Swineford, G., 1056
Symonds, P. M., 1460
Szondi, L., 1047, 1048, 1192
- Taber, R. D., 1222(a)
Taft, R., 1477
Tait, A. P., 1411
Tajen, C., 1489
Taylor, E. K., 1489
Taylor, W. S., 1041
Teach, O., 1430
Teicher, A., 1075
Terman, L. M., 1148
Thompson, G. M., 1448
Thompson, H. V., 1149
Thorpe, W. H., 1150
Thurstone, L. L., 1182(a)
Tiffin, J., 1049
Tolcott, M. A., 1151
Tousey, R., 1035
Tow, L., 1324
Townsend, J. C., 1039
Tredgold, R. F., 1355
Tron, E. J., 1129
Tyler, A. H., 1503
Tyler, R. W., 1437(a)
Uhrbrock, R. S., 1490
- Valle, J. R., 1144
Van Dusen, H. F., 1430
Vattuone, G., 1446
Vinnace, W. E., 1152
Vince, M. A., 1153
Vogel, H. H., 1154(a)
Von Bonin, G., 1090
von Wiese, L., 1240, 1257
- Wadsworth, G. W., Jr., 1504
Wahlstedt, B., 1083(a), 1155(a)
Wakeley, R. E., 1241
Walker, K. F., 1491
Wallace, R. F., 1487
Wardley, A., 1424
Wattenberg, W. W., 1272
Wearne, R. G., 1372
Webb, W. B., 1164
Wells, F. L., 1183, 1184
Wesman, A. G., 1329
West, R. C., 1270
White, L. A., 1242(a)
White, V., 1449
Whitehead, M., 1478
Wickens, D. D., 1253
Wickham, O. P., 1505
Wilber, C. G., 1082
Wildenskov, H. O., 1373
Williams, R. J., 1025(a)
Wimmer, N. E., 1461
Wise, C. A., 1298
Witmer, H. L., 1325
Wolfe, K. H., 1243
Wolfe, D., 1076
Woodworth, R. S., 1066
Wren, H. A., 1335
Wrenn, C. G., 1462
- Yepsen, L. N., 1374
Young, W. C., 1083(a), 1155(a)
- Zander, A. F., 1258
Zeleny, L. D., 1244
Zeligs, R., 1452
Zerliss, K. P., 1336

¹ The letter (a) following entry numbers indicates citation of abstracts which are primary publications; these are usually of theses or of papers read at professional meetings. The letter (i) indicates unpublished theses.

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EDITORIAL NOTES

The Technical Data Digest which has been published by the Air Technical Intelligence of the Air Force, has announced, beginning with Volume 13, Number 22 for November 1948, that it will henceforth be published by the Central Air Documents Office, a combined project of the Navy and Air Force. Instead of *ATI Technical Data Digest* its name will be *CADO Technical Data Digest*.

* * *

We have received copies of the *TAT Newsletter*, which is edited by Dr. Robert R. Holt, and is at present issued in mimeographed form. The first issue appeared in October 1946, and after appearing irregularly is now being published on a quarterly schedule. It is available at \$1 per year from the editor at the Menninger Foundation, Topeka, Kans. This *Newsletter* contains discussion and comment on the Thematic Apperception Test, including reviews of books and articles.

GENERAL

1015. Agar, W. E. (U. Melbourne, Australia.) *The wholeness of the living organism.* *Phil. Sci.*, 1948, 15, 179-191.—The functioning of the living organism cannot be explained entirely by Gestalt principles though they are applicable, e.g., in the case of morphogenetic fields, or the brainfield. The organism is, at least partially, a machine-like, contingent whole in which the coordination of physiological processes is brought about by the action of one part on another, only externally related part. The parts of the organism receive stimuli from other parts, and respond to them. These responses involve a primitive form of perception and can be viewed as instances of instinctive behavior.—F. Heider.

1016. Agersborg, H. P. K. *On the nature of the interdependency of the organism.* *Anat. Rec.*, 1948, 101, 691.—Abstract.

1017. Babcock, Harriet. (15 Gramercy Park, New York 3.) *Psychologists should study psychology.* *J. Psychol.*, 1948, 26, 83-92.—There is a lack of mutual understanding between experimental and professional psychology. The author postulates that one should study first the normally functioning mind, and this is ideally accomplished by individual administration of the Terman Intelligence Test to large numbers of normal children and adults, and later to large numbers of maladjusted and mentally abnormal persons. History, systems, theories, experimental methods must be acquired by all. Further, there should be less study of isolated

phases and more of the whole mind than in the past. 22 references.—R. W. Husband.

1018. Craik, K. J. W. (U. Cambridge, England.) *Theory of the human operator in control systems. II. Man as an element in a control system.* *Brit. J. Psychol.*, 1948, 38, 142-147.—The author considers man as an element in a system of controls. Man resembles a chain composed of the following links: (1) sensory devices, (2) a computing system, (3) an amplifying system, and (4) mechanical linkages. "The problem is to discover in detail the characteristics of this human chain . . ." Three methods of investigation are described and an extensive discussion of the investigation of the first two steps in the chain of response is given.—R. S. Waldrop.

1019. Gallie, W. B. Dr. Ewing on "mental acts." *Mind*, 1948, 57, 480-487.—The thesis that cognitive words are fundamentally dispositional is defended against Dr. Ewing's thesis that they refer to mental acts (see 22: 4199).—F. Heider.

1020. James, William. *Psychology.* (Briefer Course). Cleveland: World Publishing Co., 1948. ix, 478 p. \$1.25.—This is a reprint, included in The Living Library series, of James' *Briefer Course*, published originally in 1892. This edition has an introduction by Ralph Barton Perry.—C. M. Louttit.

1021. Kattsoff, L. O. (U. North Carolina, Chapel Hill.) *What is behavior?* *Phil. phenomenol. Res.*, 1948, 9, 98-102.—In criticizing the book "Signs, language, and behavior" by Charles Morris (see 20: 2822), the author contends that a theory of signs must take cognizance of ideas. Morris' term "interpretant" is synonymous with the term "idea." Also, Morris' treatment of metaphysical discourse is examined.—F. Heider.

1022. Kluckhohn, Clyde. (Harvard U., Cambridge, Mass.) *An anthropologist looks at psychology.* *Amer. Psychologist*, 1948, 3, 439-442.—The history of relationship between the two disciplines is reviewed and it is noted that between the time of Wundt and 1930 academic psychology had singularly little influence upon anthropology. Psychoanalysis provided anthropology with a general theory that was susceptible to cross-cultural testing by empirical means. In reviewing the question "what do anthropologists think they are learning from psychologists," it is pointed out that there is no fruitful collaboration between physical anthropology and physiological psychology. Physical and cultural anthropology have drawn from comparative psychology significantly. Social psychologists have had little influence upon anthropological thinking. A rapprochement between learning theory and anthropology has been made in the last decade. The firmest link between psychology and anthropology is the

fact that both bridge the gap between organic and socio-cultural science.—*R. Mathias.*

1023. Marquis, Donald G. (*U. Michigan, Ann Arbor.*) **Research planning at the frontiers of science.** *Amer. Psychologist*, 1948, 3, 430-438.—Psychology having demonstrated its maturity is called upon to assume the responsibilities of an adult science. Its frontier now lies somewhere in the fields of interpersonal relations. Research planning can be carried out at 3 different levels, experimental design, program design, and policy design. The greatest need for planning exists at the program design level which is an endeavor to plan a comprehensive integrated series of studies in relation to a particular set of concepts focused in a central problem. 6 steps are listed: problem formulation, review of knowledge, preliminary observation, theory construction, verification, application. Individuals who are charged with application of research must have moral responsibility and diagnostic skill. Some characteristics of research which fail to fulfill the criteria of complete program design are elaborated. Though each phase of scientific research is essential, only in planned combination is knowledge obtained which becomes part of body of science. Frontier research utilizes the advantage of a diverse team of scientists.—*R. Mathias.*

1024. Pear, T. H. **Perspectives in modern psychology.** *Brit. J. Psychol.*, 1948, 38, 158-164.—It is the purpose of this paper to examine the self-centeredness of science and to relate the practical and theoretical psychologist. The social relationships between the sciences or within a science are important. However, it is difficult to find a scientist in any field who will venture to synthesize even in his own area. The author concentrates on 4 psychological perspectives: (1) nomothetic and idiographic, (2) personality, character and culture, (3) relation of personality to character, and (4) a discussion of the theoretical and practical points of view and psychology.—*R. S. Waldrop.*

1025. Williams, Roger J. (*U. Texas, Austin.*) **The human frontier.** *Science*, 1948, 108, 604-605.—Abstract.

THEORY & SYSTEMS

1026. Anastasi, Anne, (*Fordham U., New York*), & Foley, John P., Jr. **A proposed reorientation in the heredity-environment controversy.** *Psychol. Rev.*, 1948, 55, 239-249.—The diversity of views presented by psychological writers in the area of heredity and environment are considered under nature of the heredity-environment relationship, the nature of heredity, the nature of environment, and heredity-environmental versus structural-functional analysis. The author's thesis is that most of the questions asked by psychologists regarding the etiology of behavior are not actually concerned with heredity-or-environment, but with structural-or-functional factors. A schema of hypothetical possibilities in behavior etiology is given. 17 references.—*M. A. Tinker.*

1027. Bujas, Ramiro. [The problem of psychology as cultural science.] *Napretka*, 1943, 84, [12 p.].—The author explains what psychology is and what it means in so far as cultural science. The movement for psychology as cultural science originated in German idealistic philosophy; it was born to satisfy certain interests of the cultural sciences? This movement has not succeeded in creating a new psychology founded on the method of understanding (*Einfühlung*) owing to the defects of this method and to the unjustified opposition towards scientific psychology. Singular interpretations of manifestations for the purposes of the cultural sciences cannot constitute a psychological science which must have a general character. The author is in accord with A. Gemelli, that the principal cause of the opposition against scientific psychology is the misunderstanding of psychology on the part of certain philosophers. The author concludes that there is only one psychology and that the division of psychology into natural science and cultural science is not justified. Having not succeeded during a half century in demonstrating its validity by facts, cultural science psychology has remained at the stage of philosophical conception as an episode in German philosophy. In Serbian.—(Courtesy of *Année psychol.*)

1028. Helson, Harry. (*Bryn Mawr Coll., Bryn Mawr, Pa.*) **Adaptation-level as a basis for a quantitative theory of frames of reference.** *Psychol. Rev.*, 1948, 55, 297-313.—All judgments are made with respect to a frame of reference. Originating with psychophysics experiments, the notion of frames of reference was extended to social behavior. An attempt is made to show how the theory of adaptation level can provide a quantitative approach to phenomena of level, frames of reference, norms, etc. After considering generalizations from experimentation, the quantitative theory is stated and explained. Indications are that the psychophysical function developed here has wide applicability and that the theory is fruitful in suggesting experiments and in interpreting certain aspects of individual and group behavior. 26 references.—*M. A. Tinker.*

1029. King, C. Daly. (*119 Woodland Ave., Summit, N. J.*) **The Lockean error in modern psychology.** *J. gen. Psychol.*, 1948, 38, 129-138.—Locke failed to recognize thought processes as a third category of subjective experience along with sensory and emotional categories. The failure to distinguish this category resulted in ignoring the basic features of a mental substance which is the "ability of awareness." The study of this fourth quality of reality in addition to Locke's other three is the real task of psychology. All other alleged psychological interests are pseudo-psychologies even if scientific enterprises. Only 4 of the 14 headings of the contents of the *Psychol. Abstr.* are psychological. The full task of psychology is to solve in detail the problem of how physiological process-phenomena are translated by the conscious entity into the phenomena of experience.—*B. R. Bugelski.*

1030. Krueger, Felix. (U. Leipzig, Germany.) *Lehre von dem Ganzen; seele, gemeinschaft und das Göttliche.* (Teaching of the whole.) *Beih. Schweiz. Z. Psychol. Anwend.*, 1948, No. 15, 104 p.—This is a reprint with additions of a paper published during the war in *Revista de Psihologie*. Sections cover the following topics: real and ideal wholeness, history of the problem and concept, methodology, wholeness of experience, psychic structure, and community and culture. A careful study is made of the applications of the idea of wholeness to the various problems of psychology. 46-item bibliography.—R. B. Ammons.

1031. Seward, John P. (U. California, Los Angeles, Calif.) *The sign of a symbol: a reply to Professor Allport.* *Psychol. Rev.*, 1948, 55, 277-296.—This discussion is concerned with Professor Allport's contention that if the goal of the animal psychologist is to understand human behavior, he is in a blind alley. The two major arguments of Allport are critically discussed. The author's conclusion is in the form of a postulate: "The conative and cognitive processes of humans and other species belong on a continuum, varying only in complexity." 86 references.—M. A. Tinker.

[See also abstract 1229.]

METHODS & APPARATUS

1032. Churchman, C. West. *Statistics, pragmatics, induction.* *Phil. Sci.*, 1948, 15, 249-268.—The problem of experimental inference is treated, i.e., the problem of confirmation of hypotheses. The theory of statistical inference is incomplete relative to the activities of the scientist: it cannot define the conditions under which a procedure satisfies specific purposes. A theory of pragmatic inference is developed which conceives of scientific method as an activity designed to choose the most efficient means for one end. In cases of conflict between different ends, the ends have to be weighted, and a method of doing so is suggested. "Thus the complete theory of induction depends on a functional relationship between the efficiency of a course of action, the probability of choice, and the weight of the end." Since the ends have to be weighted, science depends on ethical principles which themselves can be investigated scientifically.—F. Heider.

1033. Frank, Philipp. (Harvard U., Cambridge, Mass.) *The place of logic and metaphysics in the advancement of modern science.* *Phil. Sci.*, 1948, 15, 275-286.—Logic plays an important role in modern science. The theory of relativity and quantum mechanics both have their roots in the application of an experimental theory of meaning. Furthermore, the creative process in theoretical physics implies a kind of logical imagination which produces symbolic systems. Metaphysics can be understood as an attempt to interpret scientific principles in the language of everyday life. As such it is a regression to an antiquated stage of science and it has often

been an obstacle to the advance of science.—F. Heider.

1034. Grant, David A. (U. Wisconsin, Madison.) *The latin square principle in the design and analysis of psychological experiments.* *Psychol. Bull.*, 1948, 45, 427-442.—This paper presents a more extended discussion in outline form of some of the relevant features of the latin square, and illustrates how these features apply in several kinds of psychological experiments.—S. Ross.

1035. Koomen, M., Tousey, R., & Knoll, H. A. (U. S. Naval Research Laboratory, Washington 20, D. C.) *An infra-red pupillometer.* *J. opt. Soc. Amer.*, 1948, 38, 719-722.—An infra-red electron telescope is used to observe the pupil in total visual darkness. The telescope is equipped with a scale against which the pupillary diameter may be measured.—L. A. Riggs.

1036. Le Grand, Yves. *Appareils pour l'étude de la sensibilité différentielle successive en vision fovéale.* (Instruments for the study of successive differential sensitivity in foveal vision.) *Cah. Physique*, 1941, 5, 44-47.—Ingenious instruments perfected in an Oflag for experiments on vision are described. The first utilizes the diminution of the transparency of a sheet of glass according to its inclination; the second involves a luminous addition, by way of a reflection of a screen illuminated by an unsilvered glass unmasked by an oscillating shutter, to a basic brightness of another screen observed through a diaphragm after reflection by a mirror.—(Courtesy of *Année psychol.*)

1037. Morales Gorleri de Tribiño, Silvia E. *La observación y la experimentación como métodos de conocimiento.* (Observation and experiment as methods of knowledge.) *Rev. Educ., La Plata*, 1948, 89(3), 30-35.—The task of natural-science education is to transform superficial observation into a process accompanied by rational analysis and interpretation of what is observed. This analysis should be in accordance with the procedure of scientific thinking outlined by Dewey, Huxley, and others.—A. Gladstone.

1038. Raimy, Victor C. (U. Colorado, Boulder.) *Functional specifications for a sound recorder for the psychological clinic.* *Amer. Psychologist*, 1948, 3, 513-518.—Technical developments in sound recording are apparently fomenting a revolution in training and research in clinical psychology. While there are many recorders on the market the difficulty lies in the lack of a good sound recorder which meets all the requirements for clinical work. Under the heading of cost of apparatus, the initial cost, maintenance, recording costs, transcription costs are discussed. Under operation the recording period, the operator, noise, portability, playback, rewinding, monitoring, recording units are discussed. Under the heading of performance, intelligibility, determinants of performance, and playback are discussed. The writer has not been able to find an existing recorder which meets all requirements in the above lists. List prices are only approximate. Two tables

are given, one listing names and addresses of the manufacturers of recording equipment, the other table listing the pertinent characteristics for most of the major recorders now on the market which are suitable for recording.—*R. Mathias.*

1039. Russell, Roger W., Pierce, John F., Rohrer, Wesley M., & Townsend, John C. (U. Pittsburgh, Pa.) A new apparatus for the controlled administration of electroconvulsive shock. *J. Psychol.*, 1948, 26, 71-82.—Many previous experiments using electroconvulsive shock have suffered clouded results because the operator could not control certain variables. Amperage especially needs careful control; this apparatus does it within 2% variation. Used with small animals a continuously variable range of 10 to 50 milliamperes is accomplished, with shock periods from 0.1 to 2.0 seconds. 15 references.—*R. W. Husband.*

1040. Seashore, Carl E. (State U. Iowa, Iowa City.) Measures of scientific merit in applied psychology. *Amer. Psychologist*, 1948, 3, 443-445.—Certain principles of research are enumerated which are in some way applicable to all fields of investigation and creative work. Though a large number of able investigators are working with scientific techniques indicative of progress, we are confronted with reports that reveal little or no grasp of scientific procedure. An appeal is made to be scientific through preparation in technique, background, theory, and enter into companionship in the pursuit of verifiable facts.—*R. Mathias.*

1041. Taylor, William S. (Smith Coll., Northampton, Mass.) Three methods of voting. *Sci. Mon.*, N. Y., 1948, 67, 297-301.—Wrong methods of voting may lead to results unanticipated by the devisers of the electoral system. Three methods of voting are defined and their possible outcomes illustrated by theoretical and empirical examples. The conclusion is that any voting body might well adopt the rule: "elections of one of two alternatives shall be by ordinary vote; one of more than two alternatives, by majority preference; and more than one of more than two alternatives, by proportional representation with the single transferable ballot."—*B. R. Fisher.*

[See also abstract 1245.]

NEW TESTS

1042. Ammons, Robert B. (Tulane U., New Orleans 15, La.), & Ammons, Helen S. The Full-range picture vocabulary test. New Orleans: Author, 1948. 21 p. \$5.00.—This test is designed for quick, accurate measurement of "use" vocabulary, especially in the case of individuals unable to verbalize well, such as spastic children. 16 plates are provided, each one with 4 drawings. The testee indicates by pointing or other signal which of the drawings best represents a given word. Two separate forms are available, each of 85 words varying systematically in difficulty. Only a small number need be given to a given testee. Norms are provided for the mental

age range from two years to superior adult, based on results from a representative standardization group of 589 cases.—*M. R. Marks.*

1043. Harris, William W. (288 Orchid St., New Haven, Conn.) A bas relief projective technique. *J. Psychol.*, 1948, 26, 3-17.—Bas reliefs were made up of a horse picture, one with close resemblance, one disorganized so as to have only slight resemblance, and the third intermediate. 100 blind and 300 sighted subjects who were blindfolded examined the materials with their fingers. Both free and questioned responses were used. The author feels this is a useful technique for projective purposes, with clinical interpretation. Sample protocols are given.—*R. W. Husband.*

1044. Miles, Ray W. (Louisiana State U., Baton Rouge.) A proposed short form of the Kuder Preference Record. *J. appl. Psychol.*, 1948, 32, 282-285.—By using pages 7, 8, and 9 of the Kuder Preference Record, and weighting the scores for the various keys, predicted total scores can be obtained which closely approximate actual test scores. Correlation coefficients between actual scores and weighted scores for 205 unselected men ranged from .76 to .91 for the different keys. The method is recommended for its time-saving value for counselors and business.—*C. G. Browne.*

1045. Napoli, Peter J. (V. A., Brooklyn 5, N. Y.) A finger painting record form. *J. Psychol.*, 1948, 26, 31-43.—Finger painting is used as a projective technique, as an adjunct in the psychotherapeutic process, and as a psychoeducational instrument in understanding emotional dynamics of behavior. The author has drawn up a standard record form with three principal headings of Performance Observation, Painting Analytics, and Verbalization. The complete form can be used by psychologists, and a simpler form by teachers.—*R. W. Husband.*

1046. Rosenzweig, Saul, Fleming, Edith E., & Rosenzweig, Louise. (Western State Psychiatric Inst., Pittsburgh 13, Pa.) The children's form of the Rosenzweig Picture-Frustration Study. *J. Psychol.*, 1948, 26, 141-191.—This is an adaptation to children from 4 to 13 of the Picture Association Method for Assessing Reactions to Frustration, a projective technique. Children adapt well, having good imaginations and giving even more naive reactions than adults. Scoring and interpretive standards are given, and numerous scoring samples are presented. These are given in terms of standard scores for different age levels, and for the various scoring categories.—*R. W. Husband.*

1047. Szondi, Lipot. Szondi Test; Experimentelle Triebdiagnostik; Testband. (Szondi test; experimental instinct diagnostic; test volume.) Bern: Hans Huber, 1947. Swiss fr. 34.00.—A cloth bound box containing 6 sets of 8 photographs each and statistical forms for the administration of the Szondi test.—*H. P. David.*

1048. Szondi, Lipot. Szondi Test; Experimentelle Triebdiagnostik; Textband. (Szondi test; experi-

mental instinct diagnostic; text volume.) Bern: Hans Huber, 1947. xvi, 308 p. Swiss fr. 34.00.—Designed as a major research tool for the study of fate analysis, the Szondi test consists of 48 photographs, divided into 6 sets, each containing a face of a homosexual, a sadistic murderer, an epileptic, an hysteric, a catatonic, a paranoiac, a depressive, and a manic. Standardized on over 4000 cases, the test has been empirically found to reflect certain trends of personality. According to Szondi, the independence of the factors selected has been verified through research in genealogy. Theory, administration, and interpretation are outlined with the aid of case studies, listings of "classical syndromes," and "psycho-diagnostic tables." Although a single administration of the test has been found clinically adequate by experienced examiners, it is suggested that serial administration be employed when more exact results are desired. Born of the aim to investigate experimentally psychic correlates of heredity and constitution, the test has been found useful in clinical diagnosis, therapy evaluation, genotropical genealogical research, vocational guidance, social psychology, anthropology, and related fields. Areas for research and further refinement are outlined.—*H. P. David.*

1049. Tiffin, Joseph, & Asher, E. J. (*Purdue U., Lafayette, Ind.*) **The Purdue Pegboard: norms and studies of reliability and validity.** *J. appl. Psychol.*, 1948, 32, 234-247.—The Purdue Pegboard is a test of manipulative dexterity designed to assist in the selection of employees in such industrial jobs as assembling, packing, operation of certain machines, and other routine manual jobs of an exacting nature. Five separate test scores may be obtained: right hand; left hand; both hands; right plus left plus both hands; and assembly. Administration and scoring directions as well as norms for college men and women, male veterans, and male and female industrial applicants are included. Reliability studies with various groups and scores on the Purdue Pegboard yielded correlations ranging from .60 to .91. Validity coefficients on 14 studies ranged from .07 to .76, depending on the score used, the job, and the criterion.—*C. G. Browne.*

STATISTICS

1050. Cattell, Raymond B. (*U. Illinois, Urbana.*) **The integration of factor analysis with psychology; a reply to Professor Godfrey Thomson's review of "The Description and Measurement of Personality."** *J. educ. Psychol.*, 1948, 39, 227-236.—A detailed reply to Prof. Thomson's review (22: 1115), noting problems of psychological nomenclature, and debating certain statistical points. "Factor analysis has still to be integrated into psychology. . . This integration will be achieved by permitting the student certain reasonable approximations in the method, so that he will be more able and willing to use it. . . An intelligent approximation—an adaptation of accuracy to the stage of the problem—is the aim of scientific procedure."—*E. B. Mallory.*

1051. Dodd, Stuart Carter. (*U. Washington, Seattle.*) **A simple test for predicting opinions from their subclasses.** *Int. J. Opin. Attitude Res.*, 1948, 2(1), 1-21.—The subclass test applied to two dichotomous variables is simply that, in their 4-fold frequency table, any one of the 4 frequencies must vanish. If satisfied, it means that the 2 variables, say opinions, will "scale" and are unidimensional. An index of the degree to which the test is met is the probability that one class is wholly a subclass of the other. A chi square value less than 3.841 is necessary to pass the subclass test at the 5% level. The meaning of the test is explicated in qualitative, quantitative, relative, geometric, and dimensional terms. Finally the steps involved in applying the subclass test are listed. The alternatives possible in these steps clarify the meaning of the test and its relationships to scale analysis and factor analysis.—*N. L. Gage.*

1052. Edwards, Allen L., & Kilpatrick, Franklin P. (*U. Washington, Seattle.*) **A technique for the construction of attitude scales.** *J. appl. Psychol.*, 1948, 32, 374-384.—The scale-discrimination method of attitude scale construction is described. It provides for the selection of a set of items from a large number of possible items to meet the requirements of scale analysis. It is essentially a synthesis of the methods of item evaluation of Thurstone, Likert, and Guttman. Advantages over these methods are discussed. 16 references.—*C. G. Browne.*

1053. Hsü, E. H. (*Catholic U., Washington, D. C.*) **An experimental demonstration of factor analysis.** *J. gen. Psychol.*, 1948, 38, 235-241.—Four groups of subjects were requested to write 12 digits. The first 3 groups were instructed to include 4 specified digits (different for each case); the fourth group served as a control. Subsequent factor analysis by the Thurstone technique revealed that the original 3 imposed factors were present. The results are interpreted as demonstrating that correlation as a technique reveals the orderliness in nature.—*B. R. Bugelski.*

1054. Hsü, E. H. (*Catholic U., Washington, D. C.*) **A note on and some suggested methods for the determination of the validity coefficient.** *J. educ. Psychol.*, 1948, 39, 304-307.—The formula proposed for determining the validity coefficient is concerned with the use of multiple criteria, and takes into consideration their varying degrees of reliability.—*E. B. Mallory.*

1055. Jarrett, R. F. (*U. California, Berkeley.*) **The extra-chance nature of changes in students' responses to objective test-items.** *J. gen. Psychol.*, 1948, 38, 243-250.—The question of whether students benefit from changing answers from first impressions in multiple-choice and true-false tests was studied in 3 groups of tests taken by a total of 204 students. 90% of the students changed one or more answers. About 3% of the answers were changed. The data indicate that about 70% of the changes favor the student, thus disproving the hypothesis that the first impression should be followed. It is suggested that because of wide individual differences

in the number of changes, the frequency of changes might be a personality characteristic. Additional factors in answer changes are cheating, catch questions, sets, qualifying possibilities, and mechanical features, such as separate answer sheets which permit confusion and errors.—*B. R. Bugelski.*

1056. Swineford, Frances, & Holzinger, Karl J. (*U. Chicago, Ill.*) **Selected references on statistics, the theory of test construction and factor analysis.** *Sch. Rev.*, 1948, 56, 361-366.—A selected annotated bibliography of 52 items is topically grouped under the following headings: Theory and Use of Statistical Methods, Problems of Test Construction and Factor Analysis.—*R. S. Waldrop.*

REFERENCE WORKS

1057. Holt, Robert R. [Ed.] (*Menninger Found., Topeka, Kans.*) **TAT Newsletter.** Topeka, Kans.: Robert R. Holt. Volume 1, Number 1, October 1946. Quarterly. \$1.00 per volume.—Issued in mimeographed form. Contains notes, news, and reviews concerning the Thematic Apperception Test.

ORGANIZATIONS

1058. Ellis, Albert. (*New Jersey State Hosp., Greystone Park.*) **The attitudes of psychologists toward psychological meetings.** *Amer. Psychologist*, 1948, 3, 511-512.—At the APA convention in Boston, 200 members were interviewed concerning their attitudes toward the convention. Constructive suggestions for improvement were drawn from statements and feeling tones of interviewees. Two tables are given, one of categories mentioned among the best aspects of the 1948 APA meetings, the other one listing categories as being among the worst aspects of the convention. Professional contacts is highest among best aspects listed—mentioned 74 times, while papers not adequately screened—mentioned 75 times, is highest among worst aspects. Thirteen constructive suggestions are outlined by the writer.—*R. Mathias.*

1059. Feder, D. D. (*U. Denver, Colo.*) **Next steps in the personnel profession.** *Occupations*, 1948, 27, 5-10.—The American College Personnel Association, the National Vocational Guidance Association, and the National Association of Deans of Women are reviewed to "show how the establishment of one strong national organization with functional components rather than sex and educational differentiations will contribute to the realization of our ambition to obtain for personnel work the recognition it merits as a professional discipline." The relation of such an organization to the American Psychological Association and various other educational and professional groups is also indicated. The form of such an organization is briefly suggested, but it is indicated that the first steps are the definitions of standards of membership and the establishment of uniform job titles and descriptions.—*G. S. Speer.*

1060. Murray, Warren G. (*Dixon State Hosp., Dixon, Ill.*) **"Our objectives."** *Amer. J. ment.*

Def., 1948, 53, 6-13.—This is a detailed account of the objectives and aims of the American Association on Mental Deficiency.—*V. M. Staudt.*

[See also abstract 1259.]

HISTORY & BIOGRAPHY

1061. — Donald G. Marquis, President of the American Psychological Association, 1948. *Amer. Psychologist*, 1948, 3, 429.—Portrait.

1062. Ananiev, B. (*U. Leningrad, U.S.S.R.*) **Achievements of Soviet psychologists.** *J. gen. Psychol.*, 1948, 38, 257-262.—The relation of psychic processes to nervous functions is one of the chief problems of Soviet psychologists. Psychophysiological localization studies especially concerning speech, thought, memory forms, etc. as functions of the forebrain are prominent interests. The comparative pathological method is extensively used especially with injury cases. The restoration of damaged neuro-psychical functions, especially speech and thought, of battle-wound cases has been a major contribution of the psychologists. The problem of sensation as the subjective image of objective reality is considered significant for its philosophical implications. Interaction of sensations and lowered thresholds following simultaneous excitation have been studied for practical military applications. The conception of stable and invariable thresholds is denied by experiments showing them subject to development and dynamic change. There is considerable interest in other sensory functions as well as in inner speech, thought, and memory. Psychology has grown rapidly and new departments have been added in a number of universities.—*B. R. Bugelski.*

1063. Black, Percy. (*Harvard U., Cambridge, Mass.*) **Chester Elijah Kellogg: 1888-1948.** *Psychol. Rev.*, 1948, 55, 345-346.—Obituary.

1064. Loudet, Oswaldo. **Elogio de Afranio Peixoto.** *Criminalia, Méx.*, 1948, 14, 300-307.—Obituary.

1065. Pear, Tom Hatherley. **Industrial psychology as I have seen it.** *Occup. Psychol., Lond.*, 1948, 22, 107-117.—An autobiography, this paper traces the development of the author as an industrial psychologist, and, through his relations with others, the development of the field of industrial psychology in England.—*G. S. Speer.*

1066. Woodworth, Robert S. **Margaret Floy Washburn, 1871-1939.** *Biogr. Mem. nat. Acad. Sci.*, 1948, 25(12) 275-295.—Biography and evaluation of Miss Washburn's contributions to psychology. Portrait frontispiece. 8 references and bibliography of Miss Washburn's writings.—*C. M. Louttit.*

PROFESSIONAL PROBLEMS OF PSYCHOLOGY

1067. Beck, S. J. [Chm.] (*Michael Reese Hosp., Chicago, Ill.*) **The psychologist in the clinic setting.** *Amer. J. Orthopsychiat.*, 1948, 18, 492-522.—This round table discussed such questions as (1) What

are psychologists trying to do? (2) How well equipped are clinical psychologists for their job? (3) How well are they doing their job? (4) What should be their working facilities in the clinic setting? Participating in the discussion were David Rapaport, Wally Reichenberg-Hackett, Gertrude Reiman, Mason Mathews, Arthur Benton, Anni Weiss-Frankl, David Shakow, Saul Rosenzweig, George Gardner, Henriette Glatzer, Frederic Wyatt, T. W. Richards, H. C. Schumacher, and Elizabeth Seeberg.—R. E. Perl.

1068. Bingham, Walter V. (1661 Crescent Place, Washington 9, D. C.) **Special review: Psychology in an ideal university.** *J. appl. Psychol.*, 1948, 32, 321-324.—The Harvard Commission report on psychology (22: 976) is divided into 3 parts: (1) nature, range, methods, public and student appeal of psychology; (2) purposes of psychology in a university; (3) recommendations regarding a plan of policy, organization, courses and facilities for a Department of Psychology. The recommendations include the unification of all psychologists in a university into one department, and the granting of a professional degree (Psy. D.) to practicing psychologists. The reviewer suggests that action on the professional degree be delayed until the results of present APA certification procedures can be studied. The reviewer comments on the advantages and dangers of the unity of organization in a single department.—C. G. Browne.

1069. Burton, Arthur. (Williamette U., Salem, Ore.) **Directory of clinical psychologists engaged in correctional psychology.** *J. Psychol.*, 1948, 26, 19-23.—Names of 78 clinical psychologists, with degrees and locations, associated with corrective institutions, were obtained from questionnaires sent to 345 municipal, county, state, and federal institutions. 14 individuals have Ph.D. degree.—R. W. Husband.

1070. Drever, James. (U. Edinburgh, Scotland.) **Training the industrial psychologist.** *Occup. Psychol.*, Lond., 1948, 22, 118-125.—A five year training program is suggested for the psychologist who is to work in industry. The first 3 years are to be spent at the undergraduate level, primarily in the study of psychology, but including such other subjects as mathematics, physiology, sociology, and philosophy. The first year of professional training would be spent in covering broadly the field of applied psychology, and the second year actually working in industry.—G. S. Speer.

1071. Dungan, Irvine M., & Ekas, Gertrude S. (Berea Coll., Berea, Ky.) **Essential courses for undergraduates.** *Amer. Psychologist*, 1948, 3, 450.—Checklists of undergraduate courses in psychology were returned by 25 chairmen of departments of psychology. A tabulation showing the number of times each course was checked as essential or desirable is given.—R. Mathias.

1072. Huston, P. E. (State U., Iowa, Iowa City.) **An orientation for clinical psychology.** *J. consult. Psychol.*, 1948, 12, 221-227.—Clinical psychology suggests dealing with people whose illnesses have

important psychological components or are fundamentally of a psychological character. Practically, this means that clinical psychology would be closely associated with psychiatry. Several important advantages which would come from such a conception of the field are indicated. The functions of the clinical psychologist within the psychiatric field are suggested under the three headings of diagnosis, research, and therapy. A basic training program for the clinical psychologist who will function essentially in a psychiatric organization is presented.—S. G. Dulsky.

1073. Jameson, Wilson, et al. (British Ministry of Health, London, Eng.) **The work of psychologists and psychiatrists in the services.** London: His Majesty's Stationery Office, 1947. 94 p. 40¢ (2s).—Contained within this handbook is the report of an expert committee appointed in 1942 "to investigate and appraise the work of psychologists and psychiatrists in the Services and to consider its application to other purposes." This includes a rather comprehensive report on the scope of psychology and psychiatry, the application of these disciplines in the services, training procedures for personnel serving in either field; a section on "Developments in the selection and allocation of men and women in the Services during the present war," and numerous conclusions and recommendations for further use of psychologists and psychiatrists in the peacetime activities of the Services. 10 appendices give detailed material on varied specific recommendations of psychiatrists and psychologists in such problems as air crew selection and training, military psychiatric hospitals, handling of both out- and in-patients, methods of disposal of psychically unfit personnel, etc.—M. A. Seidenfeld.

1074. Mandell, Milton, M. (U. S. Civil Service Commission, Washington, D. C.) **The selection and promotion of a personnel staff.** *Personnel*, 1948, 25, 125-127.—It is stated that little agreement has been reached among personnel administrators regarding the qualifications to be sought in selecting a personnel staff. A battery of tests is therefore described, involving administrative judgment, vocabulary, and other abilities, which tentative evidence indicates is related to successful performance as a personnel worker. Examples of test items are provided and the need for further study emphasized.—M. Siegel.

1075. Teicher, Arthur. (New York (N. Y.) Regional Office, V. A.) **Psychology and clinical psychology: a reply.** *Amer. Psychologist*, 1948, 3, 450-451.—The June 1948 issue of the *Amer. Psychologist* carried an editorial that is commented upon. The objectionable features are summarized under two categories, i.e., the dogmatic approach and the obscurity of the organizational structure of psychology when non-essential considerations are used as a basis of evaluation.—R. Mathias.

1076. Wolfe, Dael. **Who runs the APA?** *Amer. Psychologist*, 1948, 3, 452-453.—The same charge—that the APA is run by a small clique is discussed. It is pointed out that there is no possibility of man-

agement by a small self-perpetuating group. In selecting people for official positions attention should be given to the demands of each job. The greatest amount of responsibility comes when one is elected to the Board of Directors, as management of APA affairs rests in 4 officers and six directors. Officers and directors have usually served a considerable apprenticeship in APA affairs. The Board of Directors has instructed the writer to enlist help in state and regional associations in a hunt for promising young psychologists who will work effectively on APA committees.—R. Mathias.

[See also abstract 1477.]

PHYSIOLOGICAL PSYCHOLOGY

1077. Clark, George, & Birch, Herbert G. (*Yerkes Primate Laboratory, Orange Park, Fla.*) **Observations on the sex skin and sex cycle in the chimpanzee.** *Endocrinology*, 1948, 43, 218-231.—As a continuation study of the four stages in the mammalian sex cycle the investigators focus attention upon the "nature of spontaneously occurring deviations from the normal" and upon "attempts to duplicate these" . . . in 2 female castrate chimpanzees. Observations are related to theory and to the hormonal effects upon the sex cycle.—L. A. Pennington.

1078. Healey, E. G. (*University College of Wales, Aberystwyth.*) **The colour change of the minnow, (*Phoxinus laevis* Ag.)** *Bull. Anim. Behav.*, 1948, No. 6, 5-15.—The color changes of minnows placed on white and black backgrounds were estimated by comparison with a series of Ostwald greys. After section of the spinal cord at the level of the fifteenth vertebra color changes in adaptation to the background took place more slowly than in normal minnows. No further change in the color reaction was noted when a larger section of the cord was removed posterior to the fifteenth vertebra nor when the sympathetic chain was cut at a level between the pectoral and pelvic fins. To verify the possibility that the color changes were hormonal in character, minnow pituitary extracts were injected and were found to produce an aggregation of melanophores in both spinal and normal minnows. Removal of the pituitary gland demonstrated the presence of a paling hormone which appeared to originate in the anterior lobe. Evidence from the present experiment is discussed in relationship to the question of double innervation of the melanophores. 15 references.—L. I. O'Kelly.

1079. Ingle, Dwight J., & Nezamis, James E. (*Upjohn Co., Kalamazoo, Mich.*) **The work performance of adrenalectomized rats given continuous intravenous infusions of glucose.** *Endocrinology*, 1948, 43, 261-271.—This study of the effect of injections of glucose upon the adrenalectomized and nephrectomized rats' gastrocnemius muscle to lift a 100 gram weight 5 times per second in response to faradic stimulation concludes that while "adrenally insufficient rats tolerated more glucose" than the

non-adrenalectomized control animals, their muscular performance was not improved. It is hazarded that when hypoglycemia in the fatigued adrenalectomized rat is prevented "other physiological systems limit muscular responsiveness."—L. A. Pennington.

1080. Johnson, Frank H. (*Princeton U., N. J.*) **Bioluminescence: a reaction rate tool.** *Sci. Mon.*, N. Y., 1948, 67, 225-235.—". . . in bacteria the luminescent reaction, under favorable conditions, is a steady-state process, the emitted light glowing at constant intensity over considerable periods of time. Yet it responds at once to alterations in temperature and hydrostatic pressure, as well as to the addition of many chemical agents of physiological and pharmacological interest which react directly with the light-emitting system." The rate of change in the system is indicated by change in luminescence. "With the unique advantages found in luminescence, it has been possible to analyze to an unusual extent the mechanism of factors which influence the rate of a biological process within a living cell, and the results have been of general significance." The basic ideas in this area are dealt with in a largely qualitative manner, and specific illustrative experiments are presented.—B. R. Fisher.

1081. Long, C. N. H. (*Yale U., New Haven, Conn.*) **Presidential address at the Thirtieth Annual Meeting of the Association for the Study of Internal Secretions.** *Endocrinology*, 1948, 43, 89-96.—The "emergence of endocrinology" as a science is historically described and the values that accrue for medicine and other disciplines mentioned. "Stock" is taken of current knowledge and of the areas in need of research specialization.—L. A. Pennington.

1082. Metz, B., & Wilber, C. G. **The effects of low atmospheric pressures on longevity, on behavior, and on the brain in five different vertebrates.** *Anat. Rec.*, 1948, 101, 738.—Abstract.

1083. Young, W. C., & Wahlstedt, B. **Strength of sex drive and fertilizing capacity in the male guinea pig.** *Anat. Rec.*, 1948, 101, 719.—Abstract.

NERVOUS SYSTEM

1084. Hoagland, Hudson. (*Worcester Foundation for Experimental Biology, Worcester, Mass.*) **Rhythmic behavior of the nervous system.** *Science*, 1948, 108, 599—Abstract.

1085. Mettler, Fred A. (*Columbia, U., New York.*) **Neuroanatomy.** (2nd ed.) St. Louis: C. V. Mosby Co., 1948. 536 p. \$10.00.—This is a second edition of a text on neuroanatomy written "to meet the needs of the medical student beginning instruction in neuroanatomy and to prepare him for the demands which will later be laid upon him in his clinical training." As in the first edition Chapters I through IX cover the gross anatomy of the neural system, and Chapters X through XVI the microscopic anatomy. Changes in the second edition include new material on the blood supply of the central nervous system, review of recent findings on the

connections of thalamus and cortex, and simplification of certain connections "such as those of the central tegmental fasciculus and connections of the basal ganglia." Three-hundred and fifty-seven illustrations, thirty-three in color.—*W. D. Neff.*

1086. Meyer, J. E. *Pubertas praecox bei einer hyperplastischen Misbildung des Hypothalamus.* (Pubertas praecox in a hyperplastic formation of the hypothalamus.) *Arch. Psychiat. Nervenkr.*, 1948, 179, 378-394.—This study discusses the question of the sexual center and the neural secretions in the middle brain.—*P. L. Krieger.*

1087. Oukhtomski, A. A. (Physiology of the nervous system.) Leningrad: Edit. Univ., 1945. 222 p.—Although designed for instructional use, this volume sets forth above all the personal views, sometimes very original, of the author. The whole treats of the physiology of nerve and muscle, the central nervous system, and sensory functions. In Russian.—(Courtesy of *Année psychol.*)

1088. Sherman, Irving C. (Northwestern U., Med. Sch., Chicago, Ill.), & Arieff, Alex J. *Dissociation between pain and temperature in spinal cord lesions.* *J. nerv. ment. Dis.*, 1948, 108, 285-292. "Four cases have been reported in which there was dissociation of pain and temperature sensation with intact touch in the presence of intra- and extramedullary disease of the spinal cord. The problem of the functional anatomy of the spinothalamic tract is still not completely understood."—*N. H. Pronko.*

1089. Speidel, Carl Caskey. (U. Virginia, Charlottesville.) *Nerves in vivo.* *Sci. Mon.*, N. Y., 1948, 67, 178-182.—Summary and evidence from studies on relations between tadpole lateral-line sense organs and their vagal innervation—"how one structure may affect another in some subtle manner, and how regressive changes will ensue after the normal relationship is eliminated." Contrasting views of the relationship are examined, the evidence indicating that neither is wholly true, but that: (1) "... the lateral-line nerve fibers exert a strong long-range trophic influence over the sense organs that they supply. Permanently denervated organs deprived of this influence cease growing after a time, and then undergo regressive changes; (2) No evidence has been seen to indicate that nerves may induce sense organs to form from indifferent epithelium. . . . On the contrary, in these experiments organs arise only from pre-existing organs, or from the partially dedifferentiated remnants of organs; (3) . . . the preservation of the normal structure of lateral-line nerve fibers appears to be significantly correlated with sense-organ innervation. In other words, sense organs exert an important trophic influence on their nerves." (see 22: 3760).—*B. R. Fisher.*

1090. Von Bonin, Gerhardt, & Bailey, Percival. *The neocortex of Macaca mulatta.* Urbana: University of Illinois Press, 1947. xi, 163 p. \$3.00. (*Illinois Monogr. med. Sci.*, 5, No. 4.)—The major portion of the monograph is concerned with a detailed description of the cytoarchitecture of the

neocortex of *Macaca mulatta*. The various types of neocortex are described in detail and a survey by serial sections of a cerebral hemisphere of an adult macaque is given. A brain map is then constructed. The letter symbols of Economo rather than the numerical system of Brodmann are used to designate the various cortical areas. In addition to the description of intrinsic structures, a concise review of the extrinsic connections of the various cortical areas is given. Three brief introductory chapters include discussion of materials and methods of the investigation, growth of the brain, brain weight-body weight relation, and the fissural pattern of the macaque brain. An appended section contains sixty-two microphotographic plates showing the cell structure of typical areas throughout the neocortex.—*W. D. Neff.*

[See also abstracts 1039, 1091, 1109, 1144, 1446.]

RECEPTIVE AND PERCEPTUAL PROCESSES

1091. Clark, W. E. Le Gros. *Anatomical pattern as the essential basis of sensory discrimination.* Oxford, England: Blackwell Scientific Publications; Springfield, Ill.: C. C. Thomas, 1947. 16 p. 90¢.—In this 49th Robert Boyle lecture delivered before the Oxford University Junior Scientific Club, the author discusses the anatomical basis of sensory discrimination. In vision, audition, and the cutaneous senses he points out that there are specialized and differentiable sensory end organs, and that nerve fibers connect such end organs with specialized brain nuclei and cortical areas. There is sufficient evidence of neural structure in certain modalities to warrant the hypothesis that sensations and their discrimination can be related to the anatomy of the nervous system.—*C. M. Louttit.*

1092. Hunton, Vera D., & Sumner, F. C. (Howard U., Washington 1, D. C.) *The affective tone of tactual impressions.* *J. Psychol.*, 1948, 26, 235-242.—25 men and 25 women ranked 15 tactual stimuli as to relative pleasantness and unpleasantness, stimuli being fabric surfaces varying in texture by type of fiber and of weave. Smoothness of texture was the principal factor producing pleasant feeling, roughness or raised pattern an unpleasant feeling. A six weeks repetition test showed only slight differences in judgments, likewise sex and right or left hand were irrelevant factors.—*R. W. Husband.*

1093. Nogué, Jean. *Esquisse d'un système des qualités sensibles.* (A sketch of a system of sensory qualities.) Paris: Presses Universitaires de France, 1943. 434 p.—In this incomplete posthumous work the author develops the concept that sensory quality appears to be not a pure datum, the object of simple contemplation, but rather an indispensable symbol for comprehending the universe and acting upon it. He shows the intimate and inevitable connection of each quality "with the frames of action and of thought which it serves to represent to us."—(Courtesy of *Année psychol.*)

1094. Postman, Leo, & Bruner, Jerome S. (Harvard U., Cambridge, Mass.) Perception under stress. *Psychol. Rev.*, 1948, 55, 314-323.—A study was made to discover the consequences for perceptual organization when the construction of a stable and meaningful environment is thwarted. Material was presented tachistoscopically to experimental and to control groups. After the initial series, the experimental group were subjected to perceptual frustration by very brief exposure time and criticism. The control group, with adequate exposure of stimuli and no criticism successfully performed the task. With the frustrated group, perceptual responses deteriorated. There was an increase in responses reflecting aggression and the need to escape the situation. Perceptual behavior became less adaptive. 11 references.—M. A. Tinker.

[See also abstracts 1089, 1404, 1520.]

VISION

1095. Bitterman, M. E., Ryan, T. A., & Cottrell, C. L. (Cornell U., Ithaca, N. Y.) Muscular tension as an index of visual efficiency: a progress report. *Illum. Engng.*, N. Y., 1948, 43, 1074-1086.—Muscle tension was measured by the integrated voltages produced by the four-channel Grass electroencephalograph with electrodes placed on the muscles in use. Measurements were taken and compared under varying lighting situations during the performance of three basic tasks: (1) reading Wells' Outline of History; (2) comparing paired groups of numbers and names (an adaptation of the Minnesota Clerical Test); and (3) comparison of paired groups of letters.—G. W. Knox.

1096. Brennan, Josephine G., & Newhall, Sidney M. (Eastman Kodak Co., Rochester 4, N. Y.) I.C.I. specifications of difference limens for Munsell hue, value and chroma. *J. opt. Soc. Amer.*, 1948, 38, 696-702.—"In an earlier two-year study, color difference limens of three observers were determined separately for each of the Munsell analogs of hue, saturation, and lightness at each of a number of locations in the surface-color solid. The present paper makes these data available in terms of the standard I.C.I. system and so helps to make that system more visually meaningful." Hue difference limens are tabulated at 3 levels of reflectance, and absolute chroma limens for certain Munsell colors are tabulated at 7 levels of reflectance.—L. A. Riggs.

1097. De Vries, H. The quantum character of light and its bearing upon threshold of vision, differential sensitivity and visual acuity of the eye. *Physica*, 1943, 10, 553-564.—The threshold of vision, the differential sensitivity and visual acuity of the eye are stated in terms of the quantum character of light.—(Courtesy of *Année psychol.*)

1098. Dzhaneludze, G. Iu. (S. M. Kirov Med. Military Academy, Leningrad, U.S.S.R.) Elektricheskoe modelirovanie fiziologicheskikh iavlenii. (Electrical modelling of some physiological optical phenomena.) *Probl. fiziol. Optiki*, 1946, 3, 151-161.—

The theory of the electrical model of the synapse is developed in this article. This theory makes it possible to deduce a hyperbolic relation between the critical frequency of disappearance of phosphene induced in the eye by an intermittent electric current, and the intensity of the stimulus. The theory gives, also, a qualitative description of the influence of adaptation upon the critical frequency.—R. A. Bauer.

1099. Fedorov, N. T., & Fedorova, V. I. (Military Med. Academy, Leningrad, U.S.S.R.) O vlianii bleskogo istochnika sveta na velichinu polia zrenia dlia raznykh tsvetov. (The perimetric limits of visual field for different colors as affected by a glaring light stimulus.) *Probl. fiziol. Optiki*, 1946, 3, 109-112.—The effect of a glaring white light is to widen the limits of the field of vision for red and yellow, whereas for green and blue the field of vision is appreciably restricted. English summary.—R. A. Bauer.

1100. Galotchkina, L. P. (Helmholtz Central Inst. Ophthal., Moscow, U.S.S.R.) Processy induktivnogo izmeneniia chuvstvitelnosti v razlichnykh uchastkakh spektra. (Inductive changes of sensitivity for different parts of the spectrum.) *Probl. fiziol. Optiki*, 1946, 3, 80-93.—From experiments with normal trichromates it is evident that while an inductor of low intensity increases the sensitivity to a reactive stimulus, as the intensity of the inductor is increased, the sensitivity of the reactive stimulus decreases, i.e. the positive induction becomes a negative one. Such a curve of inductive changes depends upon the chromaticity of the stimuli applied. Thus, if both stimuli are green, blue, or violet, the positive induction is missing almost entirely, while the negative induction is pronounced. If the two stimuli are orange-red, the positive induction is more strongly pronounced. The effect of chromaticity is especially noticeable in experiments with heterochromatic stimuli. With a red inductor and a blue reagent the negative induction is pronounced while positive induction is virtually lacking. With a blue inductor and a red reagent, the changes of sensitivity are less strongly pronounced. From experiments with binocular induction (induction applied to the other eye) it may be seen that positive induction is absent under these conditions for both monochromatic and heterochromatic stimuli. Negative reaction is pronounced.—R. A. Bauer.

1101. Gassovsky, L. N., Bulanova, K. N., & Enno, Z. N. (State Optical Inst., Leningrad, U.S.S.R.) Vidimost obektov v usloviakh nizkikh osveshchenostei. (Visibility of objects under low illumination.) *Probl. fiziol. Optiki*, 1946, 3, 40-49.—Visual acuity was tested with Landolt's broken circles and optotechnical patterns. The effect of limited time of observation on visual acuity was also investigated. The brightness of the background was varied from 0.0005 to 5 apostilbs; the contrast between the objects and the background was 5, 10, 20, 40, and 90%. The time of observation was varied from 0.02 to 2 seconds. It was established that

limiting the time of observation affected the acuity of vision in the same way that diminishing the contrast between the background and the object did.—R. A. Bauer.

1102. Hofstetter, Henry W. (Ohio State U., Columbus.) The accommodative range through the near correction. *Amer. J. Optom.*, 1948, 25, 275-285.—In determining the best near correction, patients are commonly asked to indicate their ranges of clear vision with tentative corrections. A practical advantage is that the patient may then become aware of limitations or special requirements. The test may also indicate variations from the range predictable from the patient's accommodative power and the added lens power. These variations depend upon the relative convergence ranges associated with different demands upon accommodation. Further analysis indicates that the test is not used to select a lens which puts the reading point at the middle of the range of clear vision.—M. R. Stoll.

1103. Johns, Eugene H., & Sumner, F. C. (Howard U., Washington, D. C.) Relation of the brightness differences of colors to their apparent distances. *J. Psychol.*, 1948, 26, 25-29.—Two poles of a depth perception apparatus were equated for apparent distance by subjects, the stationary pole being covered with neutral gray paper tubing and the movable one covered with colored paper tubing: white, yellow, green, red, blue, black. Brighter colors appeared closer than they really were; that is, when of apparently an equal distance away, they were actually farther.—R. W. Husband.

1104. Jungmann, H. Über die Wirkung des Laktoflavin und organpezifischer Lipide auf die Dunkeladaptation. (The influence of lactoflavin and special organ lipoids on dark adaptation.) *Klin. Mbl. Augenheilk.*, 1945-6, 111, 210-219.—(1) A solution of visual purple mixed with lactoflavin shows less light transmission for yellow green than a pure solution. (2) After long exposure to light the mixed solution allows relatively more light to pass than at first. (3) During adaptation the old relationship is gradually reinstated. The value of (1) is difficult to assess as visual purple disintegrates rapidly under exposure to light. According to the subjective views of the observer the difference in absorption is even greater in the first case.—P. L. Krieger.

1105. Kaminskaya-Pavlova, Z. A. (3-d Medical Inst., Moscow, U.S.S.R.) Tsvetovoe utomlenie perifericheskogo zreniia normalnikh i glaukomatoznikh glaz. (Color fatigue of peripheral vision in normal and glaucomatous eyes.) *Probl. fiziol. Optiki*, 1946, 3, 29-32.—Experiments of D. and F. Cogan who had dealt with the color fatigue of peripheral vision, have been repeated by the author on glaucomatous patients. These experiments failed to reveal any deviations from the normal in the rate of the process of fatigue. According to the author, the phenomenon of color fatigue of the peripheral areas

of the retina is largely due to the processes taking place in the central nervous system.—R. A. Bauer.

1106. Kekcheev, K. Kh., & Dubinskaiā, A. A. (State U., Moscow, U.S.S.R.) Deistvie ritimicheskikh slukhovikh razdrazhenii na chuvstvitel'nost' nochogo zreniia. (Effect of rhythmical acoustic stimulation upon the sensitivity of scotopic vision.) *Probl. fiziol. Optiki*, 1946, 3, 106-108.—Because of the importance of rhythmical sounds in modern industry and in wartime conditions it seemed important to investigate the effect of such stimulation on the sensitivity of the various organs. A particular problem that was of interest was the effect of such stimuli on persons who were acting as observers in the dark. It was found that rhythmical stimulation with sound has been found to reduce the light sensitivity of peripheral vision. Intense respirations practiced during 2 minutes are capable of increasing the sensitivity of peripheral vision, eliminating the harmful influence of monotonous rhythmical stimuli.—R. A. Bauer.

1107. Kekcheev, K. Kh., & Schwarz, L. A. (M. V. Lomonosoff State U., Moscow, U.S.S.R.) Chuvstvitel'nost' sumerechnogo zreniia v sostoianii sonlivosti. (Sensitivity of scotopic vision in the state of drowsiness.) *Probl. fiziol. Optiki*, 1946, 3, 123-125.—During the state of drowsiness the sensitivity of scotopic vision is reduced. This condition can be corrected by applying cold water to the subject's face every 10-15 minutes. The effect of such a stimulus is not only to increase the attentiveness of the person but to effect a positive increase in the sensitivity of the dark adapted eye.—R. A. Bauer.

1108. Kravkov, S. V., & Semenovskaiā, E. N. (Helmholtz Central Ophthal. Inst., Moscow, U.S.S.R.) Ob izmenenii razlichitelnoi chuvstvitel'nosti tsentral'nogo zreniia predvaritel'nimi svetovymi razdrazheniiami razlichnikh uchastkov setchatki. (On the contrast sensitivity of central vision as affected by preliminary light stimulation of different regions of the retina.) *Probl. fiziol. Optiki*, 1946, 3, 67-79.—A short light stimulus applied to a dark adapted eye may bring about appreciable and durable changes in the contrast sensitivity of central vision. The nature of these changes depends on the fact whether it is the photopic or scotopic apparatus of central vision that is being tested, and also which of them had previously been subjected to light stimulation. The changes in sensitivity which are effected by these stimuli may be interpreted as resulting from a number of phenomena developing in our visual apparatus, viz: phenomena of direct sensibilization, reciprocal inhibition, irradiation of inhibition, and subsequent disinhibition, connected with increased excitability. From a practical point of view, to increase the contrast sensitivity of the central photopic vision additional lighting of short duration (1-2 minutes) and of low intensity (about 0.1 lux against a white background) may be recommended; it should be directed at the scotopic apparatus of the peripheral regions of the retina. To increase the sensitivity of the central scotopic vision, stimulate the peripheral photopic

regions (1-2 min.) Such stimulation of the peripheral rods, on the other hand, has been found to lower contrast sensitivity of central scotopic vision. Stimulation of peripheral cones lowers central photopic vision.—R. A. Bauer.

1109. Lashley, K. S. (Harvard U., Cambridge, Mass.) The mechanism of vision: XVIII. Effects of destroying the visual "associative areas" of the monkey. *Genet. Psychol. Monogr.*, 1948, 37, 107-166.—Bilateral removal of a strip of cortex on the dorsal and lateral surfaces of the hemispheres, immediately adjacent to the striate areas, extending into the angular gyrus, and including not less than 60% of Brodmann's areas 18 and 19 produced the following results with 5 spider monkeys: (1) no trace of object agnosia; (2) no significant amnesia for formal habits of differential reactions to color and form; (3) did not affect perceptions of movement, distance, and color; (4) abolished capacity for delayed reaction in the 4 animals with the most extensive prestriate lesions; (5) produced a deterioration of capacity for the visual generalization required by the conditional reaction. In addition, removal of the frontal eye-fields, including the locus of Brodmann's area 8, does not produce visual defects or increase in activity. Combined destruction of the prestriate region and the frontal eye-fields did not produce any more severe visual defects than removal of the prestriate region alone. "Comparison of the experimental and clinical evidence indicates that visual agnosia cannot be ascribed to uncomplicated loss of prestriate tissue." 74-item bibliography.—G. G. Thompson.

1110. Luckiesh, Matthew. Foot-candle levels; threshold, ideal, optimum, and recommended. *Illum. Engng.*, N. Y., 1948, 43, 395-415.—Three stimulus situations for visual tasks are described, (1) "perfectly black critical details" seen against a white or diffuse reflectance of 80%, (2) the same figures but with a background reflectance of 8%, (3) very low contrast brightness between different figures and between figures and background. For each of these visual task types three foot-candle levels are considered, the threshold level, the ideal level, and the optimum level.—G. W. Knox.

1111. Luckiesh, Matthew. (General Electric Company, Nela Park, Cleveland, O.) Recommended foot-candle levels for prolonged critical seeing. *J. opt. Soc. Amer.*, 1948, 38, 712-718.—The author defends the recommendations of the Illuminating Engineering Society with regard to foot-candle levels for certain difficult tasks of prolonged seeing. He believes that, contrary to the statements of recent critics, these levels are rather conservative as compared with those which he would be led to adopt on the basis of his own work and that of his colleagues at the Lighting Research Laboratory.—L. A. Riggs.

1112. Miller, Mungo. (Princeton U., N. J.) Observation of initial visual experience in rats. *J. Psychol.*, 1948, 26, 223-228.—Several previous experiments have tested innate visual perception by tests administered after being reared in darkness for

varying lengths of time. In this study rats were trained in the dark to run a 12 foot obstacle course for food reward. Control animals lived in a customary environment, but ran in darkness after one hour dark adaptation. Crucial tests were made by turning on lights during the run. The controls acted normally, while the group raised in darkness showed both increased time and higher variability.—R. W. Husband.

1113. Misiak, Henryk. (Fordham U., New York.) Practice effect on critical flicker frequency measures. *J. gen. Psychol.*, 1948, 38, 251-256.—Foveal critical fusion frequencies were obtained from 6 subjects in 10 sessions spread over an 8 week period. After the first 2 sessions, fusion frequencies remained stable and consistent ($r = .933$ between the third and tenth sessions). It is concluded that the critical flicker frequency is an inherent and stable characteristic of the individual.—B. R. Bugelski.

1114. Muzylev, F. I. (State Inst. Psychol., Moscow, U.S.S.R.) Ostrota zreniia v zavisimosti ot intensivnosti osveshcheniia i ot urovnia adaptatsii glaza pri razlichenii svetlich obektov na temnom fone i temnikh na svetlom. (Visual acuity as dependent upon illumination intensity and adaptation of the eye when discerning light objects against a dark background or dark objects against light background.) *Probl. fiziol. Optiki*, 1946, 3, 59-64.—Under conditions of low illumination the combination optimal for visual acuity is that of light objects against dark background. The optimal level of illumination for white objects in the case of dark adaptation of the eye, lies within the range of 10-30 luxes, and within 50-100 luxes—if the eye is adapted to light. If the illumination is strong enough, the most favorable combination will be that of black objects against a white background. English summary.—R. A. Bauer.

1115. Muzylev, F. I. (State Inst. Psychol., Moscow, U.S.S.R.) Skorost zritel'nogo vospriatiia v zavisimosti ot osveshchenosti pri razlichenii svetlich obektov na temnom fone i temnikh na svetlim. (Speed of vision as dependent on illumination in the case of light objects to be discerned against a dark background, and vice versa.) *Probl. fiziol. Optiki*, 1946, 3, 65-66.—White objects have been found to be more readily discernible against a black background under conditions of low illumination. English summary.—R. A. Bauer.

1116. Neumueller, Julius. (Pennsylvania State Coll. Optometry, Philadelphia.) The correction lens. *Amer. J. Optom.*, 1948, 25, 247-261.—Review of the optical system of the eye, illustrated with diagrams and including simple formulae, is followed by discussion of the effect of accommodation and of correcting lenses upon the size and blurredness of the retinal image.—M. R. Stoll.

1117. Ogle, Kenneth N. (Mayo Clinic and Mayo Foundation, Rochester, Minn.), & Boeder, Paul. Distortion of stereoscopic spatial localization. *J. opt. Soc. Amer.*, 1948, 38, 723-733.—Sizes, shapes

and distances of objects appear distorted whenever there is an unequal magnification of the images for the two eyes. Spatial distortions of this kind can be predicted on a geometrical basis, though the accuracy of such predictions is limited in some cases by the intrusion of such empirical clues as perspective. Several forms of unsymmetrical magnification are treated mathematically in this paper.—*L. A. Riggs.*

1118. Pinegin, N. I. (*State Optical Inst., Leningrad, U.S.S.R.*) *Absolutnaya kolbochkovaya chuvstvitelnost glaza v ultrafioletovom i vidimom spektre.* (Absolute photopic sensitivity of the eye in the ultra-violet and in the visible spectrum.) *Probl. fiziol. Optiki*, 1946, 3, 24-25.—The author gives the values of the photopic sensitivity of the eye with respect to radiations from 302 up to 709 mμ derived from the investigation of nine subjects. English summary.—*R. A. Bauer.*

1119. Pinegin, N. I. *Absolutnaya palochkovaya chuvstvitelnost glaza v ultrafioletovom i vidimom spektre.* (Absolute scotopic sensitivity of the eye in the ultra-violet and in the visible spectrum.) *Probl. fiziol. Optiki*, 1946, 3, 8-14.—The results of the author's earlier work (1941) (23: 64) dealing with the same subject are compared with those of later investigations by Goodeve, Lythgoe and Schneider (1942). The data secured by these authors are in fair agreement with the experimental results obtained by the author and go directly to confirm them. English summary.—*R. A. Bauer.*

1120. Pinegin, N. I. *Minimum energii, neobkhodimoi dlia poiavleniya zritel'nogo effekta.* (Minimum energy required for visual effect to set in.) *Probl. fiziol. Optiki*, 1946, 3, 5-7.—The experiment was carried out with a mercury tube as a light source, the light being about 491 mμ. The energy of the light was measured with a thermoelement. Monochromaticity was assured by the use of a dual spectral analyzer in combination with a filter that absorbed all rays except those of 491 mμ. The subjects were eight persons with normal vision. They were given trial runs for several days previous to the test. It was found that the minimum energy necessary in order that visual effect become manifest is some dozens of quanta, but that observers of high sensitivity need only 3-4 quanta. This latter fact is of particular interest because of the quantum structure of light. Since light can be absorbed only in quanta units, the minimum light that can be absorbed by any instrument is one quantum. Therefore, under certain conditions, the eye approximates the limits of physical sensitivity.—*R. A. Bauer.*

1121. Pinegin, N. I. *Minimum energii, vizivaiushchi tsvetnoe zrenie.* (The minimum amount of energy needed to evoke color response.) *Probl. fiziol. Optiki*, 1946, 3, 26-28.—Monroe and Goodeve report results with about 6 quanta/sec. The present writer postulates that a certain degree of scotopic vision must have been involved in the experiments of these authors. His own results indicate that about 100 quanta/sec. of monochromatic illumina-

tion of 546 mμ per retinal cone are required for photopic sensitivity.—*R. A. Bauer.*

1122. Samsonova, V. G. (*Institute for Labour Protection, Leningrad, U.S.S.R.*) *Zavisimost poroga svetovoi chuvstvitelnosti glaza ot uglovikh razmerov i iarkosti polia okruzeniia.* (Threshold of light sensitivity of the eye as dependent upon angular size and intensity of surrounding field.) *Probl. fiziol. Optiki*, 1946, 3, 113-122.—Measurements made with an object of small angular size established a reduction in the absolute value of light threshold in the case of an illuminated surrounding field. The reduction is the more pronounced, the larger the surrounding field. With measurements carried out with objects of large angular size the reverse phenomenon has been observed. If measured in terms of the contrast sensitivity of the eye, the presence of an illuminated field surrounding the object increases the thresholds. The latter phenomenon is more conspicuous in the case of a small surrounding field.—*R. A. Bauer.*

1123. Schwarz, L. A. (*M. V. Lomonosov State U., Moscow, U.S.S.R.*) *O sensibilizatsii apparatov tsvetnogo zreniia.* (Sensitizing the apparatus of color vision.) *Probl. fiziol. Optiki*, 1946, 3, 33-39.—After the period of total dark adaptation, the subject looked at a colored disk in the spectroscope. By gradually increasing the absorbing photo-wedge, the experimenter determined the chromatic threshold for a given color. The colored stimulus was then replaced by one of a different wave length exposed for 2 minutes. It was found that the threshold of sensitivity to the former color was often decreased. Only the complementary colors have been found to produce a reciprocal sensitizing effect. In some cases the sensitivity has been augmented two-fold and more. If the subject is instructed to throw back his head, sensitivity to green (or blue) is reduced considerably, while the sensitivity to red (or yellow) is scarcely affected if at all. If the subject is stimulated with cold, the reduced sensitivity to green (or blue) is increased, whereas the sensitivity to red (or yellow) remains unaffected. In the event the other eye is exposed to the sensitizing color, the red color is found to stimulate the sensitivity to green, and yellow the sensitivity to blue, but not vice versa. An analogous effect has also been obtained in those cases where the person under test was instructed to call up the sensitizing color in his imagination. English summary.—*R. A. Bauer.*

1124. Semenovskaya, E. N. (*Helmholtz Central Ophthal. Inst., Moscow, U.S.S.R.*) *Izmenenie svetovoi chuvstvitelnosti tsentralnogo i perifericheskogo zreniia vo vremia zvukogo razdrazheniia.* (Light sensitivity of central and peripheral vision as affected by acoustic stimuli.) *Probl. fiziol. Optiki*, 1946, 3, 94-96.—Light sensitivity of foveal vision for white light is found to be increased by an acoustic stimulus simultaneously applied, whereas light sensitivity of peripheral vision is reduced by the same sound. English summary.—*R. A. Bauer.*

1125. **Semenovskaiā, E. N.** (*Helmholtz Central Ophthal. Inst., Moscow, U.S.S.R.*) *O vliianii slukhogo razdrazheniia na posleduiushchuiu svetovuiu chuvstvitelnost perifericheskogo zreniia.* (Influence of an acoustic stimulus upon subsequent sensitivity of peripheral vision.) *Probl. fiziol. Optiki*, 1946, 3, 97-101.—An acoustic stimulus increases the subsequent light sensitivity of peripheral vision in the course of dark adaptation. A combination of light and sound stimuli has a more favorable effect upon the light sensitivity of twilight vision than an isolated acoustic stimulus. In the case of only a light stimulus on the periphery of the retina, which previous experience had shown produced a subsequent reduction in light sensitivity of peripheral vision, an acoustical stimulus results in a subsequent increase of light sensitivity. The effect of sound is thus a disinhibiting one. All the stimuli used (light, sound, light + sound, sound + light), invariably produced, also, an acceleration of the process of dark adaptation. English summary.—*R. A. Bauer.*

1126. **Semenovskaiā, E. N., & Dubinskaya, A. A.** (*M. V. Lomonosoff State U., Moscow, U.S.S.R.*) *O Razlichitelnoi chuvstvitelnosti glaza pri malikh iarkostiakh.* (On the contrast-sensitivity of the eye at low illumination-level.) *Probl. fiziol. Optiki*, 1946, 3, 22-23.—The silhouette of an airplane against a lighter background was used as the test object. The coefficient of reflection of the airplane was 0.028, and that of the background was 0.072. Thus the plane was about 3 times as dark as the background. The subjects were given a 10 minute period of adaptation to a sheet of white paper illuminated by daylight, and then seated at a distance of 3 meters from the object. A control, and a test trial were run with 4 subjects. Before the test trial the subjects were given light muscular exercise. The rate of dark adaptation was markedly more rapid after light muscular exertion.—*R. A. Bauer.*

1127. **Shaffer, Thomas E.** (*Ohio State U., Columbus.*) *Study of vision testing procedures.* *Amer. J. publ. Hlth*, 1948, 38, 1141-1146.—This is a report on a study of the ocular functions of 203 pupils from 1st to 11th grades in the University School, Ohio State University during the spring of 1947. "The main purpose of our study was to evaluate several widely known screening methods for testing visual function and to bring forth, if possible, some facts upon which plans for a vision testing program could be based." The tests used were The Snellen Test, Massachusetts Vision Test, and the Keystone Telebinocular Tests. Following these tests an ophthalmologist examined each pupil with cycloplegia to relax accommodation. After the effects of the cycloplegia had passed, another examination was given. Subjects wearing glasses were tested with and without glasses. Results indicated that The Snellen Chart is the most reliable single screening procedure; the Keystone Telebinocular "has a much higher over-referral rate than the Snellen Test and is not significantly more accurate in finding cases in need of referral." Based on selecting cases for referral

and on the margin of over-referral, the Massachusetts Vision Test does not merit inclusion.—*R. S. Waldrop.*

1128. **Studnitz, G. v., & Loevenich, H. K.** (*U. Halle, Germany.*) *Über die Hebung der menschlichen Dunkeladaptation durch Karotinoide.* (On the increase of human dark adaptation by means of carotinoid.) *Klin. Mbl. Augenheilk.*, 1945-46, 111, 193-210.—Rod adaptation as well as immediate adaptation increase in amount and speed proportional to the amount of luteindipalmitic acid esters taken up to a definite maximum. The effect is achieved more quickly with small daily doses rather than fewer larger ones. The effect is strongest after the last dose taken. In rod adaptation the effect is particularly at the first stages of development. In cone adaptation the speed can be increased 4-fold. After stopping the drug the effect decreases relatively slowly. At different times up to 30 days increased thresholds are observed, but are less than those during the real effectiveness of the drug.—*P. L. Krieger.*

1129. **Tron, E. J.** (*Medical Naval Military Academy, Leningrad, U.S.S.R.*) *Zadniaia glagnaia nloskost opticheskoi sistemi glaza i ee zhachenie dlia refraktsii.* (Posterior principal plane of the optic system of the eye and the eye's refraction.) *Probl. fiziol. Optiki*, 1946, 3, 142-150.—The position of the posterior principal plane in the optic system of the eye is subject to considerable variations. The higher the refractive power of the eye and of the crystalline lens, the farther from the cornea is situated the posterior principal plane. The length of the eye's axis has no influence upon the position of the posterior principal plane. The position of the posterior principal plane may be responsible for ametropia.—*R. A. Bauer.*

[See also abstracts 1035, 1509, 1510, 1516.]

AUDITION

1130. **Buytendijk, F. J. J., & Meesters, A.** *Duration and course of the auditory sensation.* *Comment. pontif. Acad. Sci.*, 1942, 6, 557-576.—In the case of two clicks perceived as distinct and separated by a variable interval, the second click is heard as more intense than the first. The authors have determined for each interval, in monaural and binaural audition, the diminution of intensity which it is necessary to give to the second click in order that the two clicks be sensed as equal. This intensity (regulated electrically) is measured objectively with a Barkhausen phonometer. In another series of experiments 3 clicks are repeated, the 2nd being preceded or followed by a click more intense and a bit different, with variable interval. One obtains thus an apparent augmentation of intensity of the second click, and one measures it by the necessary augmentation of the first and third in order to obtain equality. In the case where the more intense click precedes, the following click shows an apparent decline. In the case where the more intense click follows and exerts a retroactive re-enforcement, the authors believe they observe an apparent increase of the more intense click.—(Courtesy of *Année psychol.*)

1131. De Vries, Hl. (*Natuurkundig Laboratorium der Rijks-Universiteit te Groningen, Holland.*) The minimum audible energy. *Acta oto-laryng., Stockh.*, 1948, 36, 230-235.—Experimental evidence is presented that the auditory threshold intensity is inversely proportional to the duration at short durations, which means that the energy is constant. The minimum audible energy can be calculated from known values of the minimum audible intensity for longer durations, and 0.8×10^{-11} erg is the most probable value for a good observer at a frequency of 1000 cps. When the fraction of signals heard is plotted as a function of intensity, a straight line relation is observed.—W. R. Garner.

1132. Mygind, S. H. Decibel and son; a reply to Dr. Tumarkin. *Acta oto-laryng., Stockh.*, 1948, 36, 225-229.—The author defends his use of the term *son* and his interpretation of the term *decibel* against the criticisms of Dr. Tumarkin (see 22: 2491).—W. R. Garner.

RESPONSE PROCESSES

1133. Adams, J. Stacy, & Griffiths, William J., Jr. The effects of tridione on audiogenic fits in albino rats. (*U. Mississippi, Oxford.*) *J. comp. physiol. Psychol.*, 1948, 41, 319-326.—When albino rats previously shown to be susceptible to audiogenic seizures were given 3.7 mg. per kg. of tridione in 1% solution intraperitoneally (a dosage comparable to that used clinically with human patients) no effect on the incidence of seizures was noted. When the dosage was increased to 10.8 mg. per kg. a decrease in the seizure incidence was noted. No harmful hypnotic or paralytic effects were noted with the more massive dosage.—L. I. O'Kelly.

1134. Bell, Thomas B. (*Pomona Coll., Claremont, Calif.*) The validity of certain tests of endurance. *Res. Quart. Amer. Ass. Hlth.*, 1948, 19, 229-242.—Using the University of California freshman basketball squad of 20 men and a second group of 12 varsity runners for his experiment Bell tested these two groups during the early part of their training. Re-testing was accomplished for each group at the peak of their training form. The performance tests used were the 75-, 150- and 300-yard times and the score on the Taylor Pack Test. On the basis of this study the author concludes that in the case of the basketball squad "the time on 300 yards showed the most significant change over the season and appears to be the most effective performance measure of improved conditions." In the track group "the largest change being in 150-yard time. The so-called 'endurance indices' were of little value in detecting condition changes."—M. A. Seidenfeld.

1135. Braude, R. (*U. Reading, England.*) Some observations on the behaviour of pigs in an experimental piggery. *Bull. Anim. Behav.*, 1948, No. 6, 17-25.—The writer reports a series of miscellaneous behavior notes made incidental to nutritional and physiological experimentation. In a variety of situations pigs demonstrate position habits, as, for

example, in always selecting a particular teat in nursing and in quickly learning to sleep or eat at given locations. Food habits of the pig show more fastidious selection than is usually thought to be the case. In self-selection dietary experiments the pigs are capable of maintaining a balanced ration, and show pronounced individual differences in food preference. There is a suggestion that the reaction of pigs to thiourea, which is bitter-tasting, may show genetic differences of the same order demonstrated by humans to phenylthiourea. Finally, pigs show an unexplained attraction to metallic copper, whether presented in the form of plates and sheets, or ground and presented as a part of a salt lick.—L. I. O'Kelly.

1136. Caspari, E. Genetic and environmental conditions affecting a behavior trait in *Ephestria kuhniella*. *Anat. Rec.*, 1948, 101, 690.—Abstract.

1137. Clark, E., Aronson, L. R., & Gordon, M. An analysis of the sexual behavior of two sympatric species of poeciliid fishes and their laboratory induced hybrids. *Anat. Rec.*, 1948, 101, 692.—Abstract.

1138. Elbel, Edwin R. (*U. Kansas, Lawrence.*) The relationship between pre-exercise and post-exercise pulse rate. *Res. Quart. Amer. Ass. Hlth.*, 1948, 19, 222-228.—The present study seeks to establish the relationship between the pre-exercise pulse rate and the pulse rate following prescribed amounts of exercise administered to 50 male university students majoring in physical education and enrolled in courses demanding regular physical activity. These subjects performed step-up exercises during 3 periods of activity divided as follows: (1) 18 steps per minute for 30 seconds; (2) 18 steps per minute for 60 seconds; and (3) 36 steps per minute carried on for 4 bouts of 60 seconds each with an intermission of 30 seconds between bouts to allow time for the pulse to be taken. The results obtained indicate insignificant correlation between body weight and increased pulse rate or between the pre-exercise pulse rate and increase due to step-up exercise done at rate of 18 steps per minute for periods of 30 and 60 seconds. A substantial negative coefficient of correlation (-0.614) was found between step-up exercises performed at the rate of 36 steps per minute during the four 60-second bouts of exercise. The high negative correlation was not attained until the final 60 second bout of exercise was completed. It appears that following strenuous exercise there is a true difference between the mean increase for the group with low and rapid pulse-rates.—M. A. Seidenfeld.

1139. Friedmann, H. Atavistic behavior in parasitic cuckoos. *Anat. Rec.*, 1948, 101, 690.—Abstract.

1140. Frisch, K. von. (*U. Graz, Austria.*) The dances of the honey bee. *Bull. Anim. Behav.*, 1947, No. 5, 32 p.—As a consequence of newly gathered data, von Frisch modifies his former concepts of the significance of the dancing activity of the returning worker. Two types of dance are noted: (1) "the round dance" in which the bee moves in circles, and

(2) "the waggle dance" in which the animal moves in alternate clock- and counter-clockwise semi-circles, vigorously moving the abdomen from side to side. In a series of experimental observations described in this monograph, von Frisch was able to determine the communicative significance of these two dances. They indicate the relative distance of food sources, the round dance being employed when the source is less than 50-100 meters, the waggle dance for longer distances. The speed of the waggle dance decreases also with the increase in distance. In addition, the waggle dance is oriented to the direction of the food source in relation to the relative position of the sun if the dance takes place on a vertical comb, and indicates the actual direction if performed on a horizontal comb. 11 references.—*L. I. O'Kelly.*

1141. Fuller, John L. (*The Roscoe B. Jackson Memorial Laboratory, Bar Harbor, Me.*) Individual differences in the reactivity of dogs. *J. comp. physiol. Psychol.*, 1948, 41, 339-347.—Setting a standard handling and observational procedure, the writer utilized a five-point rating scale of activity, ranging from "submissive or hypoactive" to "struggling and aggressive." 40 dogs of a variety of breeds were observed. Comparisons were made of the activity score and changes in heart rate, but no significant correlations were found. An adjustment index is described "which expresses quantitatively the deviation of behavior from the adjustive type." Wide individual differences in all three measures are reported.—*L. I. O'Kelly.*

1142. Fuller, John L. Observations on the genetic factor in physiological and behavioral characters in dogs. *Anat. Rec.*, 1948, 101, 695.—Abstract.

1143. Johnson, R. A. Studies of ant bird aggregations attending the swarm raids of army ants on Barro Colorado Island. *Anat. Rec.*, 1948, 101, 695. Abstract.

1144. Martins, Thales (*Instituto Oswaldo Cruz, Rio de Janeiro, Brazil.*), & Valle, J. R. Hormonal regulation of the micturition behavior of the dog. *J. comp. physiol. Psychol.*, 1948, 41, 301-311.—Three canine micturitional postures are described. In the male there is an infantile standing position, giving way in the adult to elevation of one hind leg. In the infant and mature bitch a squatting position of the hind legs is assumed. Early castration of the male prevents development of the adult pattern; when the castration is performed after the fourth month adult urinary habits emerge. If early castrates receive testosterone, or if the hormone is administered to normal male puppies the adult male pattern will occur at an early age. Testosterone administration to normal and spayed bitches produced only occasional male behavior in one animal. In two new-born bitches, treated from the third day of life, the male pattern began at a relatively early age. The writers conclude: "The urinary posture of the dog is therefore a functional secondary sex character regulated by gonadal hormones." There

is a brief discussion of the possible functional significance of micturitional patterns. 15 references.—*L. I. O'Kelly.*

1145. Morley, Derek Wragge. (*Institute of Animal Genetics, West Mains Road, Edinburgh, Scotland.*) Neurotic behaviour in ants. *Nature, Lond.*, 1948, 162, 74-75.—An instance of what is regarded as neurotic behavior is described in an active worker-ant while running a maze which five minutes previously it had completed successfully.—*A. C. Hoffman.*

1146. Schneirla, T. C. Biological and behavioral aspects of sexual brood production in army ants. *Anat. Rec.*, 1948, 101, 693.—Abstract.

1147. Slater-Hammel, Arthur T. (*Indiana U., Bloomington.*) Action current study of contraction-movement relationships in golf stroke. *Res. Quart. Amer. Ass. Hlth.*, 1948, 19, 164-177.—Through the utilization of simultaneous recordings of action currents and movement excursions Slater-Hammel experimentally determined "the extent to which the coordinations of a group of better than average golfers" conformed to traditional kinesiological analysis and to secure objective information regarding the driving contraction of the golf stroke. The results obtained indicate: (1) wide variations in the contraction movement relationships from those postulated by the traditional kinesiological analysis; (2) wide variation in timing and general coordination preclude formulation of "any single statement which could be considered an accurate kinesiological analysis of the golf stroke"; (3) only the triceps brachii of the right and left arms, the right latissimus dorsi, right pectoralis major and the posterior fibers of the left deltoid are the muscles found to contribute to acceleration of the golf club; and (4) "Analysis on the basis of contraction incidence of presumable driving muscle alone seems to indicate that the golf drive is of the non-ballistic type." 23 references.—*M. A. Seidenfeld.*

1148. Terman, Lewis M. (*Stanford U., Calif.*) Kinsey's "Sexual Behavior in the Human Male": some comments and criticisms. *Psychol. Bull.*, 1948, 45, 443-459.—This review is chiefly confined to the demerits of the Kinsey report and covers the scope and validity of the basic data, the validity of Kinsey's sampling, the sample-size experiment, effects of early and late puberty, the influence of occupational level, generalizations beyond the data, and judgments of evaluation or interpretation.—*S. Ross.*

1149. Thompson, Harry V. (*Ministry of Agriculture and Fisheries Infestation Control, London.*) Studies of the behaviour of the common brown rat. (*Rattus norvegicus* Berkenhout.) I. Watching marked rats taking plain and poison bait. *Bull. Anim. Behav.*, 1948, No. 6, 26-40.—In placing poisoned bait for rats it has been found helpful to feed unpoisoned food to the animals for several days prior to placing the poisoned material. In this study 10 wild rats were trapped, marked and again turned loose. A measured amount of food was placed nightly in the area and constant concealed watch was

maintained. The visits of all rats, including the marked ones, were recorded. Although individual differences were noted, the results show that "on successive nights of prebaiting [the rats] appeared earlier and earlier, made more visits during the first hour of feeding and ate more quickly. The feeding period was thus compressed into the first hour or two after the laying of the bait, and on the fifth day the poison bait was eaten voraciously."—*L. I. O'Kelly*.

1150. Thorpe, W. H. (*U. Cambridge, Eng.*) **The modern concept of instinctive behaviour.** *Bull. Anim. Behav.*, 1948, No. 7, 12 p.—The writer severely criticizes the behaviouristic position with respect to instincts. "The leaders of this school studied the learning process so assiduously that some of them forgot all else, and wrote and spoke as if the only animals in existence were the white rat and the cat." The remainder of the paper is devoted to an exposition of the views of Lorenz on instinct, ending with Lorenz' definition of instincts as "(1) inherited, (2) specific, (3) stereotyped patterns of behaviour. They are differentiated from other types of stereotyped inborn behavior . . . by being (4) released complete by, rather than guided by, the environment, and (5) by their tendency to accumulate reaction specific energy. This shows itself by (6) lowering of the threshold for release and (7) by a tendency to vacuum activity."—*L. I. O'Kelly*.

1151. Tolcott, Martin Arnold. (*Columbia U., New York.*) **Conflict: a study of some interactions between appetite and aversion in the white rat.** *Genet. Psychol. Monogr.*, 1948, 38, 83-142.—The behavior of white rats was studied in experimentally-controlled conflict situations. Hungry animals learned to obtain food by bar-pressing at one end of the experimental box, and to avoid a flashing light by holding down a pedal at the other end of the box. When the appetite and the aversive stimuli were simultaneously present, a conflict situation prevailed and there was alternation between the two appropriate responses. An increase in the momentary strength of the appetite-motivated response appeared under these conditions. "In the presence of a conflicting appetite, a warning signal which repeatedly precedes an aversive stimulus may fail to arouse an avoidance response, even though the aversive stimulus itself is disturbing. However, if there is no means of escaping the aversive stimulus, the warning signal may cause a disturbance in behavior." The disturbance manifests itself in restless activity and a slight decrease in the strength of the appetite response. The effects of presenting the aversive stimulus periodically were also studied. This variation of the experimental conditions resulted in similar patterns of behavior. A number of behavior trends are reported with the suggestion that they be more extensively studied in future investigations. 33 references.—*G. G. Thompson*.

1152. Vinacke, W. Edgar. (*U. of Hawaii, Honolulu.*) **Instinct: a composite student view.** *Amer. Psychologist*, 1948, 3, 446-449.—113 students

at the U. of Hawaii were asked to bring a written statement on what they understood to be instinct, without referring to a textbook. Responses were classified into (1) the general functional nature of instinct, (2) specific characteristics of instinct, and (3) examples of "Instinct" cited. Major problems of students seem to be (1) confusion between action and impulse, (2) confusion of heredity, (3) confusion of learned vs. unlearned behavior. The greatest confusion of all is the "confusion of mystery" which make instincts in the mind of beginning students intangible, important, and elusive.—*R. Mathias*.

1153. Vince, M. A. (*U. Cambridge, Eng.*) **The intermittency of control movements and the psychological refractory period.** *Brit. J. Psychol.*, 1948, 38, 149-157.—Since few tasks require reactions to intermittent stimuli, the author raises 2 questions to which he seeks the answer in this experiment. (1) "Does the operator respond continuously or intermittently?" and (2) If the response is intermittent, what is the psychological refractory period? Three preliminary experiments in tracking records are described and distributions of the results are given. By using a drum revolving at 50 mm per second, the psychological refractory period was studied. The author concludes that "in a task where the operator is presented with a continuous series of stimuli, his response will appear to oscillate, at some rate of frequency which is, apparently, at least in pursuit tasks, dependent upon a refractory period, during the course of which normal effector response to a second stimulus cannot be effectively initiated. When a second stimulus is presented within an interval of 0.5 second of the first, the beginning of the second response is usually delayed until the completion of the first response, although there is some evidence that the first response may be modified slightly by the second stimulus. An exception occurs when the interval between stimuli is less than 0.1 second when both stimuli appear to be apprehended and responded to as a unit."—*R. S. Waldrop*.

1154. Vogel, H. H. **Observations on death feigning in turkey vultures.** *Anat. Rec.*, 1948, 101, 697.—Abstract.

1155. Young, W. C., & Wahlstedt, B. **The measurement of sex drive in the male guinea pig.** *Anat. Rec.*, 1948, 101, 693.—Abstract.

[See also abstract 1083.]

COMPLEX PROCESSES AND ORGANIZATIONS

1156. Born, Wolfgang. (*Louisiana State U., Baton Rouge.*) **A history of dream interpretation.** *Ciba Symposia*, 1948, 10, 926-939.—Dream interpretation is found in primitive societies, and occurs in the earliest written records of Egypt and Mesopotamia. The history of dream interpretation is traced from early Asiatic civilization through classic Greece and Rome to the work of the Church Fathers. In much of the early interpretation the importance was placed on prophecy. In the 18th century began

a renewal of interest in dreams which has continued to the present day, and culminates in the psycho-analytic methods of interpretation as revealing the nature of the unconscious. 20 references.—C. M. Louttit.

1157. Brower, Daniel, & Sands, Harry. (New York U., New York 3.) *Relations between reaction time and personal adjustment as measured by the Bell Adjustment Inventory.* *J. gen. Psychol.*, 1948, 38, 229-233.—The relationship between personal adjustment (Bell scores) and simple and association reaction time was investigated for 25 male and 25 female subjects. Emotionally toned words of sexual and political significance were used in the association test. The Home score correlated .57 for men and -.25 for women with simple Reaction Time. The association RT test correlated from .00 to -.24 with the several parts of the Bell test. Simple and association times correlated -.47 for males and practically zero for females. It is suggested that sex differences be observed in combining data from reaction time studies in which both sexes are represented.—B. R. Bugelski.

1158. Duffy, Elizabeth. (Woman's Coll. U. North Carolina, Greensboro.) *Leeper's 'Motivational Theory of Emotion.'* *Psychol. Rev.*, 1948, 55, 324-328.—Consideration is given to Leeper's viewpoints. While agreeing with Leeper, the author considers that the former does not go far enough in the fight against current theories of emotion. The author restates her own views on the subject. 8 references.—M. A. Tinker.

1159. Dymond, Rosalind F. (Cornell U., Ithaca, N. Y.) *A preliminary investigation of the relation of insight and empathy.* *J. consult. Psychol.*, 1948, 12, 228-233.—Insight is defined as the understanding of the self-other patterns or roles which the individual has incorporated and which form the basis of his expectations of others, his structuring of his life situations and the place he feels he occupies in them. The TAT was used to uncover self-other patterns and for evaluating empathic ability. Conclusions drawn from this investigation are that empathy may be one of the underlying mechanisms on which insight is based.—S. G. Dulsky.

1160. Froeschels, Emil. *Philosophy in wit.* New York: Philosophical Library, 1948. xiii, 61 p. \$2.75.—Wit is studied from a philosophical point of view. Human beings have a large store of "congenital knowledge," e.g., the idea of infinity. An analysis of the term "unconscious" proves it to be nonsensical. The different degrees of clearness of a content in consciousness are better to be described by the words "non-expression-ripe," "hardly-expression-ripe," and "expression-ripe." The comic effect of jokes is often caused by the fact that the non-expression-ripe congenital knowledge of philosophical concepts is made expression-ripe. The opinions of some other writers on the nature of the comic are examined, and 16 jokes are analyzed in more detail.—F. Heider.

1161. Öbrink, Johan. (U. Uppsala, Sweden.) *An experimental investigation of confidence.* Tierps,

Sweden: Tierps Tryckeri Aktiebolag, 1948. (U. Uppsala, Ph.D. thesis.) viii, 231 p.—In the confidence experiments reported here tests of the same relative degree of difficulty were employed for all subjects. The tests covered a wide variety of behaviors; in the case of the adult subjects visual and auditory perception, memory, attention, recognition, ability to draw conclusions, and to multiply. Primary school children subjects were given visual space discrimination and memory span tests. A high correlation was found between correct and incorrect confident answers. Individuals who were confident when right usually were confident when wrong. Intra-individual differences in confidence were slight for short time intervals, but increased with longer intervals. Inter-individual differences were striking, particularly in the range of moderately difficult test items. No sex differences in confidence judgments were found. Adults, however, were decidedly less confident than children with respect to their test performances. There was very little relationship between the absolute achievement of the subjects and their level of confidence. 133 references.—J. W. Bowles, Jr.

1162. Snyder, Laurence H. (U. Oklahoma, Norman.) *The genetic approach to human individuality.* *Science*, 1948, 108, 586.—Abstract.

1163. Staudt, Virginia M. (Notre Dame Coll., Staten Island, N. Y.) *The relationship of testing conditions and intellectual level to errors and correct responses in several types of tasks among college women.* *J. Psychol.*, 1948, 26, 125-140.—This study aims to investigate the relationship of testing conditions and intelligence to errors, and to correct responses, among college women. Tests were: cancellation, verbal analogies, addition, multiplication, and Otis Self-Administering. There was a control group, and experimental groups were given tests of accuracy and speed. In the latter a buzzer was sounded every 30 seconds, and the examinees told how many problems should have been accomplished. There was no relation between subject's mental level and error-making tendencies. Set for speed or tension increased errors on verbal analogies and arithmetic. Accuracy set produced little change in score. 16 references.—R. W. Husband.

1164. Webb, Wilse B. (Washington U., St. Louis, Mo.) *"A motivational theory of emotions . . ."* *Psychol. Rev.*, 1948, 55, 329-335.—Although in general agreement with Leeper's placing theory of emotions in a motivational framework, an attempt is made to extend criticisms and theoretical ramifications indicated by him. It is noted that these arguments have failed to integrate the problem of emotions. Starting from Tolman and Skinner's theories, experimental programs which seem particularly applicable to definition of emotions are discussed. 23 references.—M. A. Tinker.

LEARNING & MEMORY

1165. Allen, Robert M. (U. Miami, Coral Gables, Fla.) *Factors in mirror drawing.* *J. educ.*

Psychol., 1948, 39, 216-226.—Two experimental groups and one control group, each composed of 30 college students, served as subjects in a learning experiment involving mirror-drawing. Successive practice with first one hand and then the other was more effective than simultaneous two-hand practice in developing skill in simultaneous mirror-drawing with both hands. Significant cross-education, i.e., improved skill in one hand achieved following practice with the other hand, was demonstrated.—*E. B. Mallory.*

1166. Delay, J. *Les dissolutions de la mémoire.* (Dissolutions of memory.) Paris: Presses Universitaires de France. 1942. 152 p.—The author in this thesis for the doctorate in philosophy distinguishes 3 types or levels of amnesia: (1) neurological amnesia due to lesions in nerve pathways; (2) psychiatric amnesia in which the nerve pathways are intact but recall is faulty owing to illogical connections instilled by society and inhibiting logical connections; (3) autistic amnesia due to the play of unconscious dynamism in dislocating or excluding social memory implanted from without.—(Courtesy of *Année psychol.*)

1167. Gardner, L. Pearl, & Nissen, Henry W. (*Yerkes Laboratories of Primate Biology, Orange Park, Fla.*) Simple discrimination behavior of young chimpanzees: comparisons with human aments and domestic animals. *J. genet. Psychol.*, 1948, 72, 145-164.—"Ten young chimpanzees were tested in a series of problem-solving situations which involved, first, the association of an obtrusive signal (black cloth) with an approach response, second, the transfer of this learning to several situations in which the signal was reduced in size and was moved progressively farther away from the location of the food reward, and, third, the unlearning and reversal of the original habit. . . . Seven of the 10 subjects met the criterion of above chance performance in the initial learning problem. . . . Eight animals mastered the final, reversed-learning problem." These results were compared with those for domestic animals and human aments on the same test series. The domestic animals were superior in initial learning, the aments in transfer situations, and the chimpanzees in reversed learning.—*R. B. Ammons.*

1168. Gentry, George, Brown, W. Lynn, & Lee, Hun. (*U. Texas, Austin.*) Spatial location in the learning of a multiple-T maze. *J. comp. physiol. Psychol.*, 1948, 41, 312-318.—Submitting the Tolman-Ritchie-Kalish spatial-learning hypothesis to a further test, the present writers trained 80 albino and hooded rats on an elevated 8-unit multiple-T maze to a criterion of .35 average error per rat. During the training trials, 11 in all, a 7.5 watt light arranged to light the last segment of true path leading to the goal box furnished the only illumination. The test trial was given in an apparatus consisting of 10 radiating elevated pathways stemming from the starting platform of the T-maze used in preliminary training; an additional pathway corresponding to the stem of the first T-unit was blocked during the

test trial. Results showed over 50% of the animals choosing the paths immediately to the right or left of the blocked true-path and only 5% selecting the goal-pointing path. The remaining animals distributed their selections almost equally among the other available pathways. "The writers are of the strong opinion that their findings and those of Gentry, Brown and Kaplan contribute a body of evidence casting serious doubt on the validity of the assumptions underlying the spatial location hypothesis.—*L. I. O'Kelly.*

1169. Grandine, Lois, & Harlow, H. F. (*U. Wisconsin, Madison.*) Generalization of the characteristics of a single learned stimulus by monkeys. *J. comp. physiol. Psychol.*, 1948, 41, 327-338.—Using the Lashley-Wade single stimulus technique, the writers attempted to determine the extent to which the training stimulus would produce greater frequency of response than other stimuli on the same continuum, and whether a gradient of response-frequency could be shown along such a continuum. The sets of stimuli varied in height and brightness respectively. Subjects were 12 monkeys. Training was carried out with the single stimulus and test trials were made with the training stimulus and some other stimulus in the same continuum paired. The results showed "a measurable amount of generalization to other stimuli on the same dimension." The curve of generalization was essentially a straight line function, the amount of generalization being inversely proportional to the distance between the training and test stimuli. 18 references.—*L. I. O'Kelly.*

1170. Irion, Arthur L. (*U. Illinois, Urbana.*) The relation of 'set' to retention. *Psychol. Rev.*, 1948, 55, 336-341.—Influence of the subject's set on retention has received relatively little attention. Data and experimental design of typical experiments on retroactive inhibition are cited. Then conditions where set is taken into consideration are discussed with illustrative data. Factors which may operate to produce a decrement in retention through loss or disruption of set are listed. 13 references.—*M. A. Tinker.*

1171. Langhorne, Maurice Curtis. (*Emory U., Georgia.*) The effects of maze rotation on learning. *J. gen. Psychol.*, 1948, 38, 191-205.—A stylus maze was learned to a criterion by 102 subjects. They were then divided into groups, the major one of which relearned the same maze rotated through 90, 180, and 270 degrees on successive days. Considerable loss was shown on the first day. Comparison with a group that relearned the maze in its original position on the 4th day showed a superiority in favor of the group with the intervening practice. Learning the maze in different positions appears to consolidate the learning.—*B. R. Bugelski.*

1172. Marx, Melvin H. (*U. Missouri, Columbia.*) Maze learning as a function of added thiamine. *J. comp. physiol. Psychol.*, 1948, 41, 364-371.—Daily dietary supplements of 100 micrograms of thiamine given to 30 white rats starting at approximately 38

days of age. Four weeks later these animals were tested on a 14-unit water maze and their learning and relearning scores were compared with a control group given distilled water. Both groups were maintained on normal cage rations during the entire experimental period. The results failed to show significant differences in trials, errors or time between the two groups on learning or re-learning. 17 references.—*L. I. O'Kelly.*

1173. Meehl, Paul E., & MacCorquodale, Kenneth. (*U. Minnesota, Minneapolis.*) **A further study of latent learning in the T-maze.** *J. comp. physiol. Psychol.*, 1948, 41, 372-396.—Using an experimental schedule of considerable complexity an attempt was made to "test for the occurrence of cognitions as to the location of food and water in a T-maze following opportunity to acquire such cognitions under satiated conditions. Evidence for the occurrence of such cognitions, at least at the descriptive level, was found. . . . However, further experimentation involving the 'opposition' of such cognitions by direct reinforcement given under drive . . . led us to attempt an interpretation of such phenomenological cognitions in terms of reinforcement theory." Three hypotheses are offered to account for the observation that rats reinforced with water when thirsty continued to go to the side of the reinforced turn, whereas the hungry rats reinforced with food tended to respond to the "water" side when thirsty.—*L. I. O'Kelly.*

1174. Stone, G. Raymond. (*U. Oklahoma, Norman.*) **The effect of negative incentives in serial learning: III. Fixation due to an isolated verbal punishment.** *J. gen. Psychol.*, 1948, 38, 207-216.—Thorndike's claim that punishment does not weaken responses and that mere repetition strengthens them is based on experiments where repetition of incorrect responses is found to occur more frequently than chance expectancy. This is not an adequate basis from which to generalize because the effects of punishment ("wrong") are not separated from the effect of repetition. In the present experiment such a separation is achieved by comparing a group of subjects which is given no incentive response for a test series of word-number combinations with a group which is given a "wrong" response in the middle of the test series. The incentive group showed a greater tendency to repeat, especially on the key stimulus and the one just following it. It is concluded that verbal punishment strengthens the response. 25 references.—*B. R. Bugelski.*

1175. Stone, G. Raymond. (*U. Oklahoma, Norman.*) **Hilgard on the dominant laws of learning.** *Psychol. Rev.*, 1948, 55, 342-344.—Issue is taken with Hilgard's evaluation of Thorndike's views on learning. It is considered that Thorndike's laws of learning will survive this new criticism. 20 references.—*M. A. Tinker.*

[See also abstracts 1277, 1387.]

THINKING & IMAGINATION

1176. Heidbreder, Edna, & Overstreet, Phoebe. (*Wellesley Coll., Mass.*) **The attainment of concepts: V. Critical features and contexts.** *J. Psychol.*, 1948, 26, 45-69.—In this, the fifth of the series on concept formation, the investigators studied the attainment of three concepts of objects, three of spatial forms, and three of colors. The first two or three concepts attained were of concrete objects, and were statistically reliably ahead. Order of development of concepts is discussed; they do not fall into discrete modes or stages, nor do they proceed consistently from the perceptual to the intellectual.—*R. W. Husband.*

1177. Heidbreder, Edna. (*Wellesley Coll., Mass.*) **The attainment of concepts: VI. Exploratory experiments on conceptualization at perceptual levels.** *J. Psychol.*, 1948, 26, 193-216.—This is the sixth of a series studying the indicated topic, and it aims "to explore the hypothesis that, as conceptualization occurs at more and more perceptual levels, the order in which concepts are attained becomes increasingly less likely to be . . . critically determined by an order of dominance among modes of reaction which the organism itself brings to the presented situations." Tasks were given requiring the subject to match, sort, and classify materials which were largely open to direct perceptual inspection. "Conceptual tasks were performed [more readily] as the conditions became less taxing and provided for conceptualization at more perceptual levels of activity." Number-classes were formed later, and with more hesitation and difficulty, than object-classes and form-classes. Subjects' performances fell into two major divisions, perceptual (concrete) and conceptual (symbolic). The various test results verified, as far as they go, the original hypothesis.—*R. W. Husband.*

INTELLIGENCE

1178. Hsti, E. H. (*Catholic U., Washington, D.C.*) **Factor analysis, differential bio-process, and mental organization.** *J. genet. Psychol.*, 1948, 38, 147-157.—The concept of "faculty" needs reexamination. It is here identified with function or ability which can be measured by test. The writer takes issue with the concept of a general factor or "g" and favors the view that there are multitudinous factors or faculties which result from a wide variety of bio-social determinants. The concept of common factors is supported by 9 lines of evidence (idiot savants, sex differences, brain localization, special aptitude, etc.) The alleged "g" factor attributed to childhood by Garrett is denied because it is an artifact of the type of test used with children in which the items are not sufficiently differentiated.—*B. R. Bugelski.*

1179. Lewinski, Robert J. (3321 River Rd., Toledo, O.) **Vocabulary and mental measurement: a quantitative investigation and review of research.** *J. genet. Psychol.*, 1948, 72, 247-281.—One thousand white males, ranging from 17 to 62 years in age and from no schooling to two years of college, were ex-

amined with the complete *Wechsler-Bellevue Adult Intelligence Scale*, including the vocabulary subtest. Mean IQ's were 98.50 for the total scale, 98.33 for the verbal scale, and 98.54 for the performance scale. Scale scores and vocabulary raw scores were essentially normally distributed. No significant mean differences were found between scale scores, or IQ's at various age levels. High positive relationships were found between the three scales, although they showed little correlation with chronological age. A number of other relationships are presented and analysed. Review of literature with 71-item bibliography.—R. B. Ammons.

1180. Penrose, Lionel S. (*University Coll., London, Eng.*) The supposed threat of declining intelligence. *Amer. J. ment. Def.*, 1948, 53, 114-118.—A decline in the average intelligence of the population has frequently been predicted as a consequence of the inverse relationship between intelligence and fertility. The author indicates that the evidence for declining intelligence is indirect. There is direct evidence of improvement of physique in the population, and physique and intelligence are correlated. The suggestion is made that the population is approximately in equilibrium with respect to genes responsible for intellectual qualities. A model population in equilibrium is discussed, in which there is assortative mating and differential fertility with respect to intelligence determined by perfectly additive genes.—V. M. Staudt.

1181. Smith, I. Macfarlane. (*U. Manchester, Eng.*) Measuring spatial ability in school pupils. *Occup. Psychol., Lond.*, 1948, 22, 150-159.—A battery of 9 paper and pencil tests of spatial ability was administered to 100 boys and girls ranging in age from 12.5 to 14.5. A significant sex difference was found in scores on the spatial tests, though not on a verbal intelligence test also administered. Evidence is found for a group factor, and evidence is given to indicate the importance of this factor in drawing, practical geometry, and engineering drawing. It is felt that this factor can be used as a diagnostic test at the age of 13.—G. S. Speer.

1182. Thurstone, L. L. (*U. Chicago, Ill.*) Primary mental abilities. *Science*, 1948, 108, 585.—Abstract.

1183. Wells, F. L. (*Harvard U., Cambridge, Mass.*) Quantitative-spatial aptitudes and motivations: case studies XV-XVIII. *J. genet. Psychol.*, 1948, 73, 119-140.—Brief case reports are presented for 4 persons in whom the quantitative-spatial complex was developed psychometrically. A brief history, report of test observations, and follow up information are given for each case. These records are compared with those reported elsewhere for persons with different patterns of abilities and motivations. 15 references.—R. B. Ammons.

1184. Wells, F. L. (*Harvard U., Cambridge, Mass.*) Verbal aptitudes versus attitudes: case studies XI-XIV. *J. genet. Psychol.*, 1948, 72, 185-200.—Extensive case studies are presented of four individuals with marked discrepancies in standing on

verbal and quantitative tests. Other aspects of the history were not considered in choosing these cases. Histories are presented in three sections: background and status, test observations, and later record.—R. B. Ammons.

[See also abstracts 1042, 1212.]

PERSONALITY

1185. Castelnuovo-Tedesco, Peter. (*U. California, Berkeley.*) A study of the relationship between handwriting and personality variables. *Genet. Psychol. Monogr.*, 1948, 37, 167-220.—Six judges were asked to rate a large population of "copy" and "spontaneous" handwritings with respect to intelligence, originality, anxiety, compulsiveness, physical sex, and masculinity. These ratings were compared with scores obtained by the experimental S's on standardized intelligence tests and on Multiple Choice Group Rorschach tests. Contingency coefficients between handwriting ratings and objective test scores were significant at the 1% level of confidence for intelligence, anxiety, compulsiveness, and masculinity. Ratings of physical sex corresponded with the real sex in 66 to 74% of the "copy" and 72 to 80% of the "spontaneous" handwriting cases. It appeared that the ratings of "spontaneous" handwriting were more revealing of personality than ratings of "copy" handwriting. The ratings of the 6 judges were, with minor exceptions, superior after a short period of graphological training. The training consisted primarily of having the judges read 3 papers on graphology. The results of this study "... make the writer of the opinion that it will be possible (within a not too distant future) to devise a psychodiagnostic test based upon handwriting analysis which will satisfy scientific standards." 46-item bibliography.—G. G. Thompson.

1186. Faw, Violet. (*Lewis and Clark Coll., Portland, Ore.*) Situational variations of neurotic scores measured by the Bernreuter Inventory. *J. consult. Psychol.*, 1948, 12, 255-258.—The Bernreuter Personality Inventory was administered to 98 evening students at a junior college. A week later the same group repeated the test but were asked to answer the same question seven times, once for each of seven different situations in which they participated. These seven situations were secondary contacts, place of employment, voluntary associations, the neighborhood, intimate friends of same sex, home, fiancé or spouse relations. There seems to be a general neurotic factor and four specific factors. Fifteen persons varied more than fifty percentile points in neuroticism dependent on the situation.—S. G. Dulsky.

1187. Frank, Lawrence K. (*Caroline Zachry Inst. of Human Development, New York.*) Personality and culture; the psychocultural approach. New York: Hinds, Hayden & Eldredge, 1948. 21 p.—"This pamphlet expresses ideas and convictions which the author has been developing over a period of years and has published in part in a number of

papers appearing in different professional journals." (see 23: 4888).—*B. R. Fisher.*

1188. Garmany, Gerald. (*Bristol Mental Hosp., Eng.*) **Personality change and prognosis after leucotomy.** *J. ment. Sci.*, 1948, 94, 428-438.—Permanent personality change is not ascribable to the operation alone. Dynamic factors are crucial in prediction of post-operative recovery. 17 references.—*W. L. Wilkins.*

1189. Hutton, E. L., & Bassett, M. (*Burden Neurological Inst. Bristol, Eng.*) **The effect of leucotomy on creative personality.** *J. ment. Sci.*, 1948, 94, 332-350.—Preliminary work with the Rorschach and Harrower's multiple-choice version, with the TAT, and with a drawing test suggests that perceptual abilities in the leucotomized patient may be sharpened but originality is reduced, creative imagination almost non-existent, emotional motives and associated judgments of value not apparent, and effort and application decreased. A case study (p. 339-350) by Bassett, of a woman, CA 32, of demonstrated creativity, shows effect on a large battery of tests, giving Rorschach, Story-telling, drawing and painting protocols and illustrations, with loss of creative ability, while Raven matrices and Shipley-Hartford ratios were adequate or better.—CQ of 124.—*W. L. Wilkins.*

1190. Seltzer, Carl C. (*Harvard U., Cambridge, Mass.*) **Phenotype patterns of racial reference and outstanding personality traits.** *J. genet. Psychol.*, 1948, 72, 221-245.—258 selected Harvard undergraduates were sorted into groups of phenotype patterns of racial reference on the basis of Hooton's method of classification. Primary sorting criteria of cephalic index, hair color, and eye color were used to separate Mediterranean, Keltic, Nordic, Nordic-Alpine, Nordic-Mediterranean, and Dinaric groups. A personality rating by psychiatrists was made on the basis of the outstanding characteristic of the given personality, using such classification categories as unstable autonomic function, inhibited, ideational, and inarticulate. Racial reference criteria and personality were compared. "The results of the analysis show the absence of any extensive association between the racial groupings and the dominant personality traits. However, there is no evidence of complete disassociation. A few of the individual trait groupings appear to be significantly associated with the primary sorting criteria, and among the phenotypes an occasional trait here and there exhibits a significant difference. . . . The role of race in personality, among White Americans at this selecting level, is probably at best only a very minor one."—*R. B. Ammons.*

1191. Steindamm, Hugo, & Ackermann, Elsbeth. **Hand und Persönlichkeit; eine Einführung in die Psychologie auf Grund der Hand.** (Hand and personality. An introduction to psychology by way of chirolgy.) Berlin: A. Marcus u. E. Weber, 1947. iv, 96 p.—It is asserted that the analysis of the hand (chirolgy) reveals all character traits and all talents of an individual. This follows from the

concept of a close, lawful relationship between bodily forms and character. In this respect chirolgy is akin to Kretschmer's typology and Klages' graphology. Henning said: "A particular physique corresponds to a particular character." Interpretation is based upon the shape and formation of the hand and fingers, the differences of lines and mountains. Relative differences denote differences in character. A number of "signs" are discussed, yet the authors caution against misleading atomistic interpretations. Various typologies are subjected to attack on the basis of the generality of types whose usefulness is questioned. The authors state that it was planned originally to test the validity of chirolgy experimentally, however, no empirical evidence is cited in this study which deals with philosophical and speculative deductions. Chirolgy is claimed to be of value in vocational counselling, education, industry, etc.—*H. H. Strupp.*

1192. Szondi, Lipot. **Schicksalsanalyse.** (Fate analysis.) (Rev. ed.) Basel: Benno Schwabe, 1948. 422 p. Swiss fr. 28.50.—Fate analysis, rooted within depth psychology, constitutes the genealogy of the unconscious. Selecting the "familial unconscious" as its specific phase of study, fate analysis attempts to bridge the gap between Freud's personal unconscious and Jung's collective unconscious. In this revised and expanded edition of his original work, Szondi enlarges upon his theory that individual choice of mate, friends, vocation, disease, and death is basically determined by the latent recessive genes. Passed on from generation to generation, we cannot escape their influence although we may be able to modify their effect in some respects. The process underlying the selection of choices is termed *genotropism*. Mental health is not considered as a qualitative factor but rather as one determined by the relative quantity of "specific instinctual genes" present. A large number of "genotropical" genealogical studies are cited in support of the theory and its practical applications. A chapter is devoted to the theory and development of the Szondi test. (see 23: 1047). A glossary of terms is appended. Bibliography and index.—*H. P. David.*

AESTHETICS

1193. Anderson, Rose G. (*Psychological Corporation, New York.*) **A modification of the McAdory Art Test.** *J. consult. Psychol.*, 1948, 12, 280-281.—Many individuals taking this art test reflected an unfavorable attitude because of the presence of a number of plates with styles of clothing which had become out-dated. This attitude has been changed by omitting certain plates. New normative data are presented. Correlations between the original scale and modified scale are in the high nineties.—*S. G. Dulsky.*

1194. Arnheim, Rudolf. **The holes of Henry Moore: on the function of space in sculpture.** *J. Aesthet. Art Criticism*, 1948, 7, 29-38.—In the recent sculpture of Henry Moore, the trunk of the figure is often pierced with holes so that instead of compact

volume there is a configuration of slimmer units. The author analyzes Moore's sculpture in terms of figure-ground perception. He shows that psychologically the open spaces have a perceptual solidity relating to a total Gestalt.—C. M. Louttit.

1195. Born, Wolfgang. (Louisiana State U., Baton Rouge.) The dream and art. *Ciba Symposia*, 1948, 10, 940-951.—The inspiration of the artist is in many ways comparable to the dream in that it is based on the dynamics of the unconscious. The transformation of the inspiration into a work of art is essentially a conscious activity. The author traces, with illustrations, the dream, or the results of dreaming, as they appear in various art media from the classic Greek and Roman periods to the present. 20 references.—C. M. Louttit.

1196. Gallie, W. B. The function of philosophical aesthetics. *Mind*, 1948, 57, 302-321.—Arguments are presented (1) against the tenets of Idealist aesthetics, e.g., the assumption that for every work of art there is only one way of "reading" it that gives us its meaning and value, (2) against the position of the informed sceptic who believes that the critic's main concern is with the uniqueness of, not the similarities between, different works of art. It is suggested that the task of philosophical aesthetics is to examine the main kinds of comparison and analogy applied in criticism and to determine the point at which they cease to be useful. The proposed method is illustrated by a concrete example.—F. Heider.

1197. Pickford, R. W. (Glasgow U., Scotland.) "Aesthetic" and "technical" factors in artistic appreciation. *Brit. J. Psychol.*, 1948, 38, 135-141.—This is a report of two simple experiments which were conducted to test the hypothesis that the basic attribute of art is the integration of emotional expressions and harmonious integration of organized designs. The first experiment made use of a 7 point rating scale by which 59 members of psychology classes rated 18 pictures. The second experiment involved rating of 16 gramophone records by a group of 58 psychology students. The ratings of each group were intercorrelated and factored by the summation method without rotation. Taken together the results show a general aesthetic factor and a bipolar technical factor. The results suggest that art is essentially the combination of emotional expression with harmonious design, while there are impressionistic, naturalistic, symbolical, colorful, and other ways of achieving this end.—R. S. Waldrop.

1198. Reitman, F. (Netherne Hosp., Coulsdon, Eng.) Dynamics of creative activity. *J. ment. Sci.*, 1948, 94, 314-320.—A group of painters and one of non-artists matched for CA and Shipley vocabulary were tested with a modified Vygotsky test and a card-classification test. The artists found greater difficulty in breaking away from a suggested perceptual or situational grouping to a more abstract one. The relation of art of various forms to the

artistic production of the psychotic is considered. 22 references.—W. L. Wilkins.

DEVELOPMENTAL PSYCHOLOGY

CHILDHOOD & ADOLESCENCE

1199. Ames, Louise Bates. (Yale U., New Haven, Conn.) Postural and placement orientations in writing and block behavior: developmental trends from infancy to age ten. *J. genet. Psychol.*, 1948, 73, 45-52.—"The writing and block building behavior exhibited by 179 cases during the developmental examination situation was studied by means of cinemanalysis for the age range from 36 weeks to 10 years. Clearly observable behavior trends were identified and are presented in tabular and pictorial form. As the child writes, both the preferred place of writing and the position of the passive or non-writing hand appear to change, from age to age, in a characteristic manner, consistent from child to child. As the child builds with blocks, difficult structures . . . tend to be built obliquely to the table edge and to one side of the child's body. More familiar structures are built symmetrically centered. Likewise when building difficult structures the child is more likely to sit obliquely than when building easy and familiar structures. Postural sets . . . tend to vary with the maturity of the action system."—R. B. Ammons.

1200. Balint, Michael. (U. Manchester, Eng.) Individual differences of behavior in early infancy, and an objective method for recording them: I. Approach and the method of recording. *J. genet. Psychol.*, 1948, 73, 57-79.—To check on psychoanalytic theories concerning early infancy, it was felt desirable to develop an objective method of recording spontaneous behavior. Sucking was considered the best to observe from a practical point of view. Only bottle-fed babies were studied. Polygraph records were made of pressure changes within the bottle for 200 feedings of 100 babies, 53 boys and 47 girls. They were under 12 months of age, and formed various subgroups, such as sick, normal, and premature.—R. B. Ammons.

1201. Balint, Michael. (U. Manchester, Eng.) Individual differences of behavior in early infancy, and an objective method for recording them: II. Results and conclusions. *J. genet. Psychol.*, 1948, 73, 81-117.—Records of pressure changes in bottle sucking accumulated from a sample of 100 children described in a previous paper (23: 1200) are analysed. The total rhythm is complex. It can be divided into four rather constant components: a basic frequency, initial frequency when sucking is restarted, a maintained frequency the same as the restart frequency, and a quivering movement of the tongue. Boys tend to be more inconsistent, and girls to show more "quivering." Irregular behavior and complicated patterns of sucking are found associated with intestinal and respiratory diseases. Each infant shows a characteristic rhythm. 47 references.—R. B. Ammons.

1202. Friedlander, Kate. (*West Sussex Child Guidance Service, Eng.*) The significance of the home for the child's emotional development during the first six years. *J. ment. Sci.*, 1948, 94, 305-313.—Transformation of primitive instinctive drives economically and in such a way as to assure a good character formation and prevent laying down of future neurotic patterns, early object relationships in ego development, and strong superego formation require a constant contact of mother and child. "The development of an ethical code that will be strong enough to govern the individual's future actions is dependent on the existence of family life."—W. L. Wilkins.

1203. Gesell, Arnold. (*Yale U., New Haven, Conn.*) The growth potentials of the human infant. *Science*, 1948, 108, 595.—Abstract.

1204. Gitelson, Maxwell. (*Michael Reese Hosp., Chicago, Ill.*) Trends in orthopsychiatric therapy. VI. Character synthesis: the psychotherapeutic problem of adolescence. *Amer. J. Orthopsychiat.*, 1948, 18, 422-431.—The problem of psychotherapy during adolescence is considered from the standpoint of the central importance of the ego ideal in the integration of the adolescent. Character synthesis, with the therapist as catalyst and model, is the immediate goal in dealing with problems of adolescence. The most difficult problem that the therapist must face is concerned with the fact that the adolescent is emotionally alienated from all but his developmental peers, and even with these, his relationships have a tenuous quality.—38 references. R. E. Perl.

1205. Goddard, Henry H. Our children in the atomic age. Mellott, Ind.: Hopkins Syndicate, 1948. xiii, 308 p. \$3.00.—Emphasis is placed upon principles of guidance in this treatment of child development in what is characterized as "... not a scientific book, though it is based on science." It is an attempt to present the facts of child behavior "... for those parents who are worried about their children ... in language that can be understood by all readers." Concrete and specific suggestions for the guidance of growth and the treatment of problems in the several behavioral areas are outlined and illustrated in the 21 chapters comprising the text. An appendix reproduces the Goddard Revision of the Binet-Simon Scale, together with a description of the standard method for administering the test. There is a reprint of the author's 1945 paper on the definition of intelligence, and of his essay on some fundamental errors in education.—R. C. Strassburger.

1206. Gutelius, Margaret F. Modified self-selection method of feeding preschool children in the home. *Amer. J. publ. Hlth*, 1948, 38, 1118-1125.—Practical application of psychological information on feeding, except at the infant level, has been limited. The author examines two problems: (1) "The adaptation to the home of the modern knowledge of nutritional requirements, and (2) the proper handling of children so that they will take adequate diets." A modified self-selection method is outlined

and menus as well as feeding schedules are given. Two cases are described. The method described assumes a well adjusted happy home life in all areas. 15 references.—R. S. Waldrop.

1207. Jersild, Arthur T. (*Teachers Coll., Columbia U., New York.*) Child psychology in the United States. *Teach. Coll. Rec.*, 1948, 50, 114-127.—This survey of the field includes such topics as the development of child psychology, interest in children as persons, interdisciplinary relationships, eclectic character of child psychology, areas of interest, methodology, projective techniques, and direct observation. The author emphasizes the human side of being a child psychologist and its satisfactions. The building of a wholesome society depends upon utilizing the resources in children, who possess strong positive tendencies in their emotional make-up that influence their social behavior. In childhood lies the capacity to revise old ways, adopt new, and develop the germs of good-will and peaceful relations for all men. 59-item bibliography.—G. E. Bird.

1208. Krug-Brady, Othilda. (*U. Cincinnati, O.*) Emotional security for children. *Cincinnati J. Med.*, 1948, 29, 427-431.—The inter-relationships of biological and social influences contributing to the healthy emotional development of the child are discussed. Example cases are used to demonstrate the value of complete teamwork between the parents, the minister, the school teacher, the psychiatric social worker, the nurse, and the physician.—G. W. Knox.

1209. Nagy, Maria. (*Pazmany Peter U., Budapest.*) The child's theories concerning death. *J. genet. Psychol.*, 1948, 73, 3-27.—An investigation was made of how children 3 to 10 years old think of death, using written compositions, drawings, and discussion. A total of 484 protocols from 378 children were collected. Three stages of development of the meaning of death to the child were found. (1) Children from three to five deny death as a regular and final process. (2) Between about five and nine years death is personified. (3) At about nine years the child recognizes death as a life process, and as inevitable. "The theory the child makes of death faithfully reflects at each stage a general picture of its world. To conceal death from the child is not possible and is also not permissible. Natural behaviour in the child's surroundings can greatly diminish the shock of its acquaintance with death."—R. B. Ammons.

1210. Parry, Douglas F. (*U. Wisconsin, Madison.*) Childhood school influences, as recorded by college students. *Understanding the Child*, 1948, 17, 67-72.—A series of excerpts from the autobiographies of outstanding college juniors dealing with memorable school practices and personalities are presented.—J. L. Gewirtz.

1211. Ruja, Harry. (*San Diego State Coll., Calif.*) The relation between neonate crying and length of labor. *J. genet. Psychol.*, 1948, 73, 53-55.—"In seeking to apply an experimental test to Rank's

hypothesis that neurosis results from birth trauma, the amount of crying of 66 newborn infants was correlated with length of labor time in the hospital of their mothers. No significant correlation was discovered. Either a refinement of the experimental procedure is necessary before such a correlation can become apparent, or the theory needs to be modified or rejected."—R. B. Ammons.

1212. Skeels, Harold M., & Harms, Irene. (State U. Iowa, Iowa City.) **Children with inferior social histories; their mental development in adoptive homes.** *J. genet. Psychol.*, 1948, 72, 283-294.—A study was made of the later intelligence of 229 children with inferior social histories placed in foster homes. 87 children had mothers with IQ's below 75; 111 fathers who were unskilled or slightly skilled laborers; and 31 both of these. On the basis of the data it was concluded that children with these types of background attain a mental level equaling or exceeding that of the population as a whole. Further, children showing mental retardation were fewer and those showing superior intelligence were more frequent than would be expected from a sampling of the population as a whole.—R. B. Ammons.

1213. Sloman, Sophie Schroeder. (Institute for Juvenile Research, Chicago, Ill.) **Emotional problems in "planned for" children.** *Amer. J. Orthopsychiat.*, 1948, 18, 523-528.—500 consecutive cases presenting emotional problems were studied. Of these about 12.5% or 62 cases had definitely been planned children. They can be divided into 3 main categories: (1) more than half were children of compulsive perfectionistic mothers who would tolerate nothing but perfect behavior; (2) about a third were planned for in order to save a failing marriage; (3) those who disappointed their parents by not being of the hoped-for sex.—R. E. Perl.

1214. Stutte, H. (U. Nerv. Klinik, Marburg, Germany.) **Über die Nachkommen ehemaliger Fürsorgezöglinge.** (On the descendants of former institutionalized children.) *Arch. Psychiat. Nervenkr.*, 1948, 179, 395-415.—A large percentage of the children and step-children of an unselected group of 114 former institutionalized individuals showed failings of an intellectual, character, and social nature. The descendants of individuals showing less satisfactory success in life exhibited the failings in an essentially higher degree than the descendants of cases with a more satisfactory life success. Feeble-minded and asocial psychopaths come for the greater part from parental combinations in which one or both of the partners display the respective feelings in a higher degree. Cases exhibiting a higher degree of discouragement, occasional social weakness, antagonism and anti-social activity showed the less favorable inheritance prognosis.—P. L. Krieger.

[See also abstracts 1127, 1263, 1275, 1276, 1433.]

MATURITY & OLD AGE

1215. Newton, R. D. **The identity of Alzheimer's disease and senile dementia and their relationship**

to senility. *J. ment. Sci.*, 1948, 94, 225-249.—Formation of miliary plaques and ganglion cell destruction are the pathological criteria of Alzheimer's disease, of senile dementia, and of senility—all are related to the process of ageing, but this ageing occurs abnormally early in senile dementia and Alzheimer's disease and "normally" in senility. Genetic factors in the ageing process may account for variations in the age of onset of changes in the central nervous system and in the relative preponderance among females. Results of autopsies for 150 consecutive brains are reviewed. 74-item bibliography.—W. L. Wilkins.

[See also abstract 1403.]

SOCIAL PSYCHOLOGY

1216. Asch, S. E. (Swarthmore Coll., Swarthmore, Pa.) **The doctrine of suggestion, prestige and imitation in social psychology.** *Psychol. Rev.*, 1948, 55, 250-276.—A widely used approach to the investigation of group influences is described and its presuppositions examined. In this, two interpretations of the character of group forces are opposed. The current experimental approach assumes that the evaluation of issues can be manipulated in indifference to their content or merit. The alternative interpretation proposed asserts that changes of evaluation require the transformation of content in response to altered contexts. The major differences between the two interpretations are described. It was concluded that the investigations examined have not dealt with blind suggestion or prestige, but that they dealt unknowingly with the processes of social understanding.—M. A. Tinker.

1217. Bion, W. R. **Experiences in groups: I.** *Hum. Relat.*, 1948, 1, 314-320.—In the first of a series of papers, there is presented a review of group reactions to an indeterminate leader role. Members of a meeting assembled to hear about problems of group relations, await the taking-over of the meeting by a group leader. The latter does not attempt to but when attention is finally directed to him he waxes autobiographical and speculates aloud as to his feelings and also expresses concern about the fact that "taking over" should seem so essential. By silence, interpretation designed to initiate considerable resistance and, finally, reports on his own feelings of insecurity, the leader prevails upon the group to question their own reasons for attending the meeting. They reject this path of action and seek among themselves a surrogate leader but reject all possibilities including one who proposes himself by decisive action. The paper is concluded by noting the role of setting factors in forcing the members of the group to attempt to stabilize the status of all, and the appearance of emotional reactions which disturb an objective appraisal of the situation and acceptance of its deliberate indeterminacy.—R. A. Littman.

1218. Birch, H. G., & Clark, G. Sex-hormones and social behavior in chimpanzees. *Anat. Rec.*, 1948, 101, 693.—Abstract.

1219. Bychowski, Gustav. Dictators and disciples. New York: International Universities Press, 1948. 264 p. \$4.25.—The history and personality characteristics of five dictators beginning with Julius Caesar and ending with Stalin are interpreted from a psychoanalytic standpoint. The factors of group ego, anxiety, fear, insecurity and other conditions structure themselves for the genesis of an ego-image of one of omniscience whose narcissism or other complex permits group expression of both sadism and masochism. The framework of conditions which cause the final fall of a dictator is built, together with a structure for the future prevention of mass desire for such a leader. 80 references.—J. W. Hancock.

1220. Calhoun, J. B. The development and role of social status among wild Norway rats. *Anat. Rec.*, 1948, 101, 694.—Abstract.

1221. Cartwright, Dorwin. (U. Michigan, Ann Arbor.) Social psychology in the United States during the second World War. *Hum. Relat.*, 1948, 1, 333-352.—This is a review of differences between pre-war (1939) and wartime research. While pre-war research dealt primarily with problems of attitudes, wartime and early post war research moved in the sphere of action research. An increase in interdisciplinary research, obscuring traditional boundaries, has been a major outcome. Subjects of research are considered for two periods, 1939-1941 and 1942-1945. The earlier period had three main features: the systematic relating of theoretical principles to social behavior in the work of the Yale and Harvard psychologists, the expansion of research techniques such as polling and content analysis, and finally the beginnings of action research. The later period dealt with investigating and changing civilian morale, anti-demoralization, psychological warfare, military administration, international relations, domestic needs, and wartime economics. The review covers the activities of both governmental and private agencies. A review of changes in organizations and educational institutions partly resulting from the war concludes the article. 76-item bibliography.—R. A. Littman.

1222. Collias, N. E., & Taber, R. D. Grouping and dominance relations among wild ring-necked pheasants. *Anat. Rec.*, 1948, 101, 694.—Abstract.

1223. Deutschberger, Paul. (Wayne U., Detroit, Mich.) The tele-factor: horizon and awareness. *Sociometry*, 1947, 10, 242-249.—Results of an unrestricted sociometric test given 326 adolescent subjects were analyzed for (1) total number of choices, (2) total number of choices reciprocated, (3) number of choices reciprocated according to level of original choice, (4) number of choices reciprocated according to the position of the recipient within the chooser's range of choice, and (5) number of choices reciprocated according to both level and position. "Interpersonal relationships develop and operate in a way

suggesting the agency of an objective factor above and beyond emotional determinants. This factor is called *tele* and is defined as the characteristic ability of a given individual to create and to enter into mutual social relationships. Normally, *tele* follows the principles of (1) discreteness, (2) constancy, (3) adequacy, (4) awareness; . . . Distinct age and sex patternings appear in its expenditure. *Tele* does not operate equally throughout the totality of an individual's social atom, but consists of an horizon in which awareness is great, level of choice expenditure high, and perception of inter-relationships accurate; and an unstructured region, marked by tentative and token choices to which reciprocation is hit-or-miss . . ."—H. H. Nowlis.

1224. Eaton, Joseph W. (Wayne U., Detroit, Mich.) A conceptual theory of co-operation. *Amer. J. Sociol.*, 1948, 54, 126-134.—A conceptual scheme for the description, organization, comparison, control, and manipulation of co-operative processes has been proposed. Co-operation is examined as social values, as contact aspects, as activity involvements, as time sequences, as structural entities, as general culture patterns, and as status relations. It is suggested that the seven dimensions which have been singled out may be profitably applied to the analysis of any kind of co-operative process.—D. L. Glick.

1225. Evans, L. T. Social habits of the black iguana, *Ctenosaura pectinata*. *Anat. Rec.*, 1948, 101, 707.—Abstract.

1226. Gordon, Milton M. (U. Pennsylvania, Philadelphia.) Sociological law and the deviant case. *Sociometry*, 1947, 10, 250-258.—The systems of Lewin and Zaniecki are discussed with respect to the way in which they deal with the concepts of divergence and regularity. "In conclusion, we must point out again that this paper has not been a discussion of the correlation method versus the case method. We have simply attempted to prove that the attack of Zaniecki and Lewin on generalizations in the social sciences which admitted of exceptions was ill-founded. We have made this attempt by showing that the generalization and the deviant case are warp and woof of a sound and consistent methodology. . . ."—H. H. Nowlis.

1227. Klapp, Orrin E. (Carleton Coll., Northfield, Minn.) The creation of popular heroes. *Amer. J. Sociol.*, 1948, 54, 135-141.—The popular hero is a social type having certain definable roles. The problem of making a hero is that of imputing to a person these roles and of maintaining and building a collective interpretation which has the character of a legend. The destroying of a hero is the casting of him in antiheroic roles. Social types, especially fundamental symbols such as the hero, the villain, and the fool, provide a key to collective psychology because the mass recognizes and readily responds to these symbols.—D. L. Glick.

1228. Krech, David. (U. California, Berkeley.) Public opinion and psychological theory. *Int. J. Opin. Attitude Res.*, 1948, 2(1), 85-88.—Basic psy-

chological theory has not been, but should be, used in defining and measuring public opinion. The point is illustrated with a discussion of an attempt to define public opinion. This definition does not require that the public have an opinion on the issue. It is criticized as failing to distinguish between mere verbal reactions and "enduring cognitive structures functioning as intervening variables."—N. L. Gage.

1229. Kroeber, A. L. White's view of culture. *Amer. Anthropol.*, 1948, 50, 405-415.—This is a comment on a paper by Leslie A. White who advocates the concept of level in studying natural phenomena. While some phenomena may be reduced to terms of lower levels in the endeavor to find explanations, reduction of all phenomena to a single level of explanation is unattainable. Instead each level contains also irreducible phenomena which may be considered as operating under laws and causes peculiar to that level. This sets the theoretical foundation which permits the study of culture as phenomena on an autonomous level without the need for reduction to psychology or biology in the search for explanations.—L. M. Hanks, Jr.

1230. Loomis, C. P. (Michigan State Coll., East Lansing.), Beegle, J. A., & Longmore, T. W. Critique of class as related to social stratification. *Sociometry*, 1947, 10, 319-337.—"Status of individuals in modern communities considered as a reflection of an overall rating and not determined solely as a rating in one system to which one belongs, is receiving considerable attention at present." Following a discussion of a number of sociological and sociometric studies of class and of factors in social stratification, the authors present "a schematic design for the discovery of class—a hypothesis to be tested." Friendly visiting and income are the basic factors in this hypothesis. They present a schematic diagram indicating clusterings of cores of income-visiting relationships necessary to yield class groups. "Operationally, if Warner's six classes exist, six separate and distinct cores should be produced when income or some index of social status is plotted against inter-visiting."—H. H. Nowlis.

1231. McKinney, John C. (Michigan State Coll., East Lansing.) A comparison of the social psychology of G. H. Mead and J. L. Moreno. *Sociometry*, 1947, 10, 338-349.—The social psychologies of Mead and Moreno are compared in terms of the social act, language as the tool of interaction, role taking in the learning process, and the sociodrama. There is no basic conflict between the two positions and both gain added meaning in the light of the other's perspective.—H. H. Nowlis.

1232. Mead, Margaret. (American Museum of Natural History, New York.) Some relations between cultural anthropology and sociometry. *Sociometry*, 1947, 10, 312-318.—In cases in which only a practical and concrete applied result is desired, sociometric analysis may proceed along lines fully comparable to those used in our society, provided the questionnaire is suited to the culture of the group

being analyzed and there is no need to take the culture systematically into account. However, as soon as there is any attempt to generalize, a different theoretical problem arises. "Comparability of situations within which sociometric data on the capacity or performance of any individual [are studied], will vary for every culture studied, and the knowledge of such comparability is a necessary pre-condition for effective generalization within the culture. . . . When we move, however, from the area of allowance for culture which is made implicitly when within one's own known culture, and has to be made articulately and explicitly when working with groups from another culture, to the area of theory, we confront an even greater need for systematically including cross culturally valid considerations in the theory." From the point of view of the contribution of sociometric formulation to the interpretation of cultural data, "the application of a conceptual model like the social atom, to a mass of cultural data suggests new lines of interpretation."—H. H. Nowlis.

1233. Moreno, J. L. (Sociometric Institute, New York.) Organization of the social atom. *Sociometry*, 1947, 10, 287-293.—The social atom is defined as the nucleus of persons emotionally related to an individual. It consists of an outer nucleus (persons with whom relationships are wished) and an inner nucleus (persons with whom relationships are consummated), both of which occur within the acquaintance volume (acquaintances without emotional meaning for the individual.) In addition to preferences for individuals there are preferences for things, objects, values, and objectives. These may be measured sociometrically. The general sociological implications of imbalances between attraction to individuals for their exclusive individual characteristics and attractions for their group characteristics are discussed.—H. H. Nowlis.

1234. Moreno, J. L. (Sociometric Institute, New York.) Progress and pitfalls in sociometric theory. *Sociometry*, 1947, 10, 268-272.—Sociometric methods and the surface-depth cleavage within group structure: "The halfway sociometrists of the last decade . . . preferred broad and vast sounding questionnaires of interpersonal relations with a flair for sociometric concepts to the sociometric test itself. . . . The true sociometric test as we planned it is a revolutionary category of investigation. It upsets the group from within. It produces a social revolution on a microscopic scale. If it does not produce an upheaval in some degree it may arouse suspicion that the investigator has modified it so—in respect for an existing social order—that it becomes a harmless, poverty stricken instrument." Psychosocio dramatic methods and the psychosocio cleavage within group structure: "There is no sociometric evidence for the hypothesis that there are groups which are strictly collective . . . and groups which are strictly private. . . . But there is increasing evidence of a psychosocio continuum. The notion of two worlds, a private and a social, is based on views rarely challenged: . . ."—H. H. Nowlis.

1235. Moreno, J. L. (*Sociometric Institute, New York.*) Sociometry and the social psychology of G. H. Mead; comments to McKinney's "A comparison of the social psychology of G. H. Mead and J. L. Moreno." *Sociometry*, 1947, 10, 350-353.—"The real and final question, however, is whether out of the social psychology of Mead, role practice and role training, psychodrama and sociodrama, sociometry and group psychotherapy could ever have developed—whether out of Bergson's *durée* and Freud's libido and transference method my elaborate system of action and training methods, could ever have arisen. The answer is—in my opinion—for all three men in the negative."—H. H. Nowlis.
1236. Richardson, Helen M. (*Rutgers U., New Brunswick, N. J.*) Adult leadership scales based on the Bernreuter Personality Inventory. *J. appl. Psychol.*, 1948, 32, 292-303.—Using Kelley's revised formula and Strong's weighting chart, scoring weights were derived for Bernreuter items to which responses of adult men who were leaders in vocational and social activities were significantly different from responses of non-leaders. An Office-Holder Scale of 101 items and a Supervisor scale of 84 items were devised. The Office-Holder test discriminated between office-holders and non-office-holders better than any of the Bernreuter scales, but the Supervisor test was not as discriminatory. Results of reliability and validity studies on the scales devised are included. 10 references.—C. G. Browne.
1237. Rubin-Robson, Grace. Conservative-radical opinion in a small midwestern group. *Sch. Rev.*, 1948, 56, 85-91.—The results of a follow-up of Sheldon's study of conservatism-radicalism at the University of Wisconsin 17 years previously are reported here. A tabular comparison between the two groups is made with the result that the two groups were close in the proportion of liberal opinion; the Ft. Wayne group appeared to be slightly more liberal in economic and religious areas than students in Wisconsin; both groups were most conservative in sexual-family attitudes; the Ft. Wayne group was generally more conservative in all areas; and that neither group showed sex differences.—R. S. Waldrop.
1238. Scott, J. P., & Marston, M. V. The development of dominance in litters of puppies. *Anat. Rec.*, 1948, 101, 696.—Abstract.
1239. Stogdill, Ralph M., & Shartle, Carroll L. (*Ohio State U., Columbus.*) Methods for determining patterns of leadership behavior in relation to organization structure and objectives. *J. appl. Psychol.*, 1948, 32, 286-291.—The Ohio State University Leadership Studies are designed to investigate leadership positions in various types of organizations for the purpose of developing methodology for studying leadership, establishing criteria for judging it, and preparing techniques for selecting and training prospective leaders. The assumption is made that leadership is a process of interaction between persons who are participating in goal oriented group activities. The methods of study thus far developed include working relationships, RAD index, and work patterns. The results of a study of 24 officers in a Naval Command are summarized. Preliminary hypotheses and methods and procedures utilized in the studies are given. Preliminary results suggest that some of the methods employed hold promise for future development and improvement.—C. G. Browne.
1240. von Wiese, Leopold. Aus der gegenwärtigen Americanischen Literatur. (On current American literature.) *Köln. Z. Soziol.*, 1948, 1, 59-77.—In an extensive survey report on American books and pamphlets, the author discusses Herbert Blumer's contribution on social psychology to the "new outline of the principles of sociology," edited by McClung Lee. He regrets the failure of Blumer to separate social processes sharply from social institutions; but praises the classification into elementary and advanced forms of social behavior. von Wiese feels that the real scientific task for sociologists consists in the measurement of interpersonal relations.—J. H. Bunzel.
1241. Wakeley, Ray E. (*Iowa State Coll., Ames.*) Selecting leaders for agricultural programs. *Sociometry*, 1947, 10, 384-395.—In order to identify selected physical and social characteristics of AAA township committeemen a sample of 50 committeemen were interviewed and the interview results compared with those obtained from a sample of farm operators living in the same townships. Differences were tested by the Chi-square test. Typical characteristics of farmers elected AAA committeemen are listed. "The evidence which has been presented strongly supports the hypotheses that the dominant characteristics of leaders can be empirically described; that the characteristics described as significant go a long way toward defining the commonly accepted general characteristics of functionary leaders; and that criteria for their selection can be scientifically determined."—H. H. Nowlis.
1242. White, Leslie A. (*U. Michigan, Ann Arbor.*) The individual and the culture process. *Science*, 1948, 108, 585-586.—Abstract.
1243. Wolff, Kurt H. (*Ohio State U., Columbus.*) The unique and the general: toward a philosophy of sociology. *Phil. Sci.*, 1948, 15, 192-210.—The natural-science conception of sociology is based on the assumption that the subject matter of sociology is a part of nature and is given alike to all investigators. In opposition to it is the human-studies conception. It contends that the subject matter of sociology emerges in the process of understanding and that investigation is a creative action. Both approaches have scientific character but they differ in problem selection and in methods used. The human-studies conception has been unduly neglected. Three examples (the study of the unique, of the meaning of history, and of aesthetic experience) are discussed in order to show how sociology might scientifically study phenomena that have

hitherto been the almost exclusive domain of the humanities. 35 references.—F. Heider.

1244. Zeleny, Leslie D. (*Colorado State Coll. Educ., Greeley.*) Selection of the unprejudiced. *Sociometry*, 1947, 10, 396-401.—A sociometric test based on degrees of prejudice held by different members was given to a college class in Modern Social Problems toward the end of a 12-week period. On the basis of the resulting sociometric matrix a prejudice index and an acceptance attitude index was computed for each student. Prejudice indices varied from $-.32$ to $+.68$; acceptance attitude indices from $-.63$ to $+1.00$ with a moderate degree of correlation between the two. "This experiment has shown that it is possible to use the sociometric test to identify the racially unprejudiced among the members of a medium sized class which has been learning with the aid of sociodrama. . . . The prejudice index could be of value to certain cultural settings in selecting the highest type of racially unprejudiced leaders."—H. H. Nowlis.

[See also abstract 1337.]

METHODS & MEASUREMENTS

1245. Beum, Corlin O. (*Bureau of Naval Personnel, Washington, D. C.*), & Criswell, Joan H. Application of machine tabulation methods to sociometric data. *Sociometry*, 1947, 10, 227-232.—A basic sociometric experiment on grade school children is used to illustrate the analysis of sociometric data by IBM machines. All necessary frequency distributions can be obtained by use of the sorter and tabulator, once the punched cards have been prepared. "It will be found in carrying out procedures such as those discussed, that the machines available can be individually adapted to a wide variety of uses or employed together to supplement each other in numerous ways."—H. H. Nowlis.

1246. Bogardus, Emory S. (*U. Southern California, Los Angeles.*) Measurement of personal-group relations. *Sociometry*, 1947, 10, 306-311.—"The social distance tests are developed to the point where the degree of the likes and dislikes of a person in his economic relationships of life, political relationships, religious relationships, as well as in the racial and cultural can be learned. By taking the arithmetic mean of a person's reactions in these four different types of human relationships a personal-social relationship quotient can be obtained. This quotient can be secured from time to time. It will show what changes in social attitudes a given person is undergoing—in what direction and at what rate of change." The measurement of feeling reactions is considered a way of measuring attitudes. Reliability of the social distance test as a measure of personal-group relations is discussed in the light of studies by Duvall, Murphy and Likert, and Hartley.—H. H. Nowlis.

1247. Criswell, Joan H. (*Bureau of Naval Personnel, Washington, D. C.*) The measurement of group integration. *Sociometry*, 1947, 10, 259-267.—

Sociometric findings should be increasingly analyzed into units larger than the single choice, e.g. reciprocation. Current methodology for measuring reciprocation of choice (Moreno, Lazarsfeld, Bronfenbrenner) is described and additional techniques are proposed. "Methods such as those which have been proposed are worth using, since they produce a characteristic sociometric measure and may help to salvage structural material which is at present likely to be discarded."—H. H. Nowlis.

1248. Eysenck, H. J., & Crown, S. (*Maudsley Hosp., London, Eng.*) National stereotypes: an experimental and methodological study. *Int. J. Opin. Attitude Res.*, 1948, 2(1), 26-39.—A group of 165 urban, middle-class British adults responded to 3 attitude measurement devices: assigning 5 characteristic adjectives, from a choice of 84, to each of 12 nations; a 24-item Thurstone-type inventory of anti-semitism; and a 40-item inventory of social attitudes previously found (see 22: 2100) by factor-analysis to measure radicalism and tender-mindedness. Means, standard deviations and reliability estimates are reported for 12 scores obtained with the 3 devices. Factor analysis by Burt's summation method reveals a first unrotated factor of general favorableness toward national groupings. Rotation of the factors seems desirable to compensate for the effect of a relatively larger number of items on a single issue but not merely to achieve simple structure. Such rotation yields the radicalism and tender-mindedness factors previously found. Free opinions concerning the task of assigning adjectives to nations revealed that many subjects considered it meaningless and impossible or were aware of being forced to express stereotypy. Thus this approach measures knowledge of stereotypes rather than actual belief in them.—N. L. Gage.

1249. Harris, Natalie (*Gary Coll., Gary, Ind.*), & Connelly, Gordon M. A symposium on interviewing problems. *Int. J. Opin. Attitude Res.*, 1948, 2(1), 69-84.—The problems of administering interviewing in sampling surveys are considered in relation to area sampling, zero-point intensity analysis, non-directive interviewing, training and selection of interviewers, and staff morale. The discussion is illustrated with references to actual problems experienced in survey work.—N. L. Gage.

1250. Katz, Leo. (*Michigan State Coll., E. Lansing.*) On the matrix analysis of sociometric data. *Sociometry*, 1947, 10, 233-241.—"The matrix of responses is suggested as a more powerful tool in the analysis and interpretation of sociometric data. It appears that there is certain implicit information in the sociometric test which the sociogram is impotent to exploit. It is hoped that the matrix will be more useful in extracting this information. A number of matrix processes have been considered and it has been shown that each formal result has its counterpart in an interpretation in the sociological sense. Again, it is hoped that further algebraic processes can be identified with social processes or the results with social phenomena."—H. H. Nowlis.

1251. Lee, Alfred McClung. (Wayne U., Detroit, Mich.) Some prerequisites to international opinion surveying. *Int. J. Opin. Attitude Res.*, 1948, 2(1), 54-62.—World opinion surveys would permit peoples to speak to each other from various countries and thus reduce the misunderstandings upon which misguided leaders capitalize in leading toward war. The author reviews what is being done to forward such surveying and what needs to be done. Approaches already undertaken are (1) informal cooperation among existing national and national-chain agencies, (2) the federative approach advocated by Stuart C. Dodd, and (3) the basic social science procedure proposed by Laszlo Radvanyi. These approaches are described and their merits considered. It is concluded that the basic prerequisite of international opinion surveying is the broad stimulation of social science research by an expansion of funds and encouragement therefor.—N. L. Gage.

1252. Parry, Hugh J. (U. Denver, Colo.) Historians and opinion research. *Int. J. Opin. Attitude Res.* 1948, 2(1), 40-53.—This is a report on the responses of 41 historians working in modern American history to a questionnaire dealing with the value of opinion research. Public opinion polls are considered valuable to historians generally; to the respondents, personally, the polls are of less value. All the respondents sometimes read poll results, about one-third saying "regularly." Other questions dealt with the topics covered by the polls, the respondents' confidence in polls, the use of survey results as assigned readings for students, and an organization of historians and opinion researchers to plan questions for future historical value.—N. L. Gage.

1253. Rotter, Julian B., & Wickens, Delos D. (Ohio State U., Columbus.) The consistency and generality of ratings of "social aggressiveness" made from observations of role playing situations. *J. consult. Psychol.*, 1948, 12, 234-239.—This study was undertaken to determine the interrater reliability and consistency of the subjects' behavior in two role-playing situations. The behavior studied was social aggressiveness. Results indicate that large discrepancies between raters appear when the raters did not have an explicit definition of the trait being measured or of the kind of behavior to observe in a given role. When attempts were made to eliminate these sources of error correlations were increased in magnitude. The average intercorrelation of eight raters for a single situation was .71. Further training would probably increase interrater reliability.—S. G. Dulsky.

1254. Sletto, Raymond F. (Ohio State U., Columbus.) Next steps in social measurement. *Sociometry*, 1947, 10, 354-361.—"It is the writer's belief that the next major steps toward improvement of social measurement are likely to result from (1) wider use of measuring techniques in applied fields, (2) closer integration of measurement and social theory, and (3) combination of techniques developed in human

ecology, sociometry, and scale construction. Although applications of statistics and mathematics will continue to play an important part in the improvement of measuring instruments, progress on the crucial problem of validity is likely to be mainly a result of integrations and applications." 18 references.—H. H. Nowlis.

1255. Smucker, Orden. (Michigan State Coll., East Lansing.) Measurement of group tension through the use of negative sociometric data. *Sociometry*, 1947, 10, 376-383.—Negative sociograms were made of five residence halls of a women's college. The one marked difference between positive and negative sociograms is the lack of articulation in the sub-group culture in the negative type. Negative sociometric data can be used to show the ratio of rejections to the total number of individuals in a group and thus provide a measure of group tension. The writer "believes that the principal value of negative data is the possibility for discovering the tensions and disruption potentials of group structure."—H. H. Nowlis.

1256. Stewart, Frank A. (Time Magazine, New York.) A study of influence in Southtown: II. *Sociometry*, 1947, 10, 273-286.—The characteristics of "important" people, presented in an earlier report, are summarized. Such data give information about the kinds of people considered outstanding, but it remains for sociometric methods to indicate what personal lines of contact bind the community together, the existence of semi-independent islands of influence, the blockages and breaks in lines of interpersonal influence. The sociometric survey reveals both the ideological basis and the personal vehicle for an individualization of appeals. "The sociometric survey promises much, both as an aid to understanding the interpersonal structure of the community and in pointing to the key individual objectives and the appeals required by each. It can mean a stepping up in the effectiveness of community organizers, advertisers, or public relations practitioners virtually to the maximum permitted by the soundness of their programs." (see 22: 287)—H. H. Nowlis.

1257. von Wiese, Leopold. Soziometrik. (Sociometry.) *Koln. Z. Soziol.*, 1948, 1, 23-40.—This is an extensive review of Moreno's book: "Who shall survive." After giving the German reader a synopsis of Moreno's thoughts the author makes two points: (1) It is enough to establish the totality of choices and rejections in order to understand the life of the group, and (2) Even if it were possible to understand group-life on this subjective basis, would it be feasible to establish real inner and interpersonal relations by mere questioning? After a brief discussion of other work, e.g. Kurt Lewin, Znaniecki, and Shils, the author classifies quantification into observation, measurements, and graphic representation. He warns of intermingling these and discusses each separately. von Wiese concludes that the essential difficulty consists in the multitudes of factors which drive quantification through these

steps to its borders and over it to the essentials of quality.—J. H. Bunzel.

1258. Zander, Alvin F. (*U. Michigna, Ann Arbor.*) **The WP Club: an objective case study of a group.** *Hum. Relat.*, 1948, 1, 321-332.—The purpose of this paper is to present an "observational instrument" for working with groups of people. It is a check list dealing with 30 separate items such as nature of the group, setting, adult-child interactions, style of child participation, pattern of group transitions, transmission of ideology, etc. It is designed to eliminate certain defects of informal, retrospective accounts of meetings which are subject to the difficulties of "... errors of false perception, biased reporting, omitted facts, and exclusively qualitative facts." The check list is designed for use at 5 minute intervals and gives satisfactory reliabilities with trained observers. A typical case study of a club is presented using 15 consecutive 5-minute time samples from 3 meetings of the club. It is concluded that a narrative synthesis from such reports "... has as much 'wholeness' as do freely written reports made by observers without predefined observation categories."—R. A. Littman.

CULTURES & CULTURAL RELATIONS

1259. Chicago, University. **Committee on Education, Training and Research in Race Relations. Inventory of research in racial and cultural relations.** Bulletin No. 1, June 1948. Chicago: Social Science Building, U. Chicago. Irregular. 55 p.—This series of bulletins contains abstracts of published and unpublished studies concerning the problems of racial and cultural relations. The first bulletin lists and abstracts theses and other unpublished studies about which information was secured through questionnaires to over 250 agencies believed to be working in the field of cultural relations.—C. M. Louttit.

1260. Cohen, Albert K. **On the place of "Themes" and kindred concepts in social theory.** *Amer. Anthropol.*, 1948, 50, 436-443.—Are themes of value in predicting behavior in a society? Themes have predictive value only in so far as a culture is integrated. Since cultures are only more or less integrated, it becomes apparent that themes are only useful in a broader scheme of viewing society. An outline is given of the functional requirements for the existence of a social group. These appear to be more or less independent of logical integration. This suggests two kinds of social integration: *functional* dealing with the fundamentals of maintaining a social group, and *logical* dealing with the assumptions and values of the group. From this point of view themes are mainly of importance in describing cultures more accurately.—L. M. Hanks, Jr.

1261. Devereux, George. **The function of alcohol in Mohave society.** *Quart. J. Stud. Alcohol*, 1948, 9, 207-251.—Historical, sociocultural, psychological, and unconscious aspects of alcoholism among the Mohave are reviewed with analytic interpretations of the dynamics of drinking. There is absence of a high level of anxiety, little or no aggression associ-

ated with drinking, and the drinking behavior of the Mohave is much like his ordinary behavior. It is suggested that Mohave society has, unlike most other American Indian societies, successfully withstood the ravages of alcoholism. 54 references.—W. L. Wilkins.

1262. Francis, E. K. (*U. Notre Dame, Ind.*) **The Russian Mennonites: from religious to ethnic group.** *Amer. J. Sociol.*, 1948, 54, 101-107.—The Russian Mennonites demonstrate the thesis that generic characteristics of different types of groups are susceptible to mutations. In this case a religious group was transformed within a comparatively short time into a distinct ethnic and folk group when the ethnically heterogeneous participants were allowed to segregate themselves by forming isolated territorial communities. This study raises a question as to whether logical categories which are frequently used to classify groups conceived as static entities can be applied to historical continuums and to social groups in their dynamic aspect.—D. L. Glick.

1263. Frenkel-Brunswick, Else. (*U. California, Berkeley.*) **A study of prejudice in children.** *Hum. Relat.*, 1948, 1, 295-306.—"The present paper deals with an effort to combine the resources of social dynamic psychology in exploring patterns of social, motivational and cognitive factors in children that may contribute to their attitudes towards important social issues." The study reports on the "... determinants of susceptibility to racial or ethnic prejudice and allied forms of undemocratic opinions and attitudes in children." The responses of 120 extremely prejudiced or unprejudiced children (11-16 years) to a set of questions were analyzed. The items covered such topics as general political attitudes, physical or moral weakness, sex role, power and money, and submission to authority. Marked differences were found between the two groups of children with those rated as prejudiced showing up as illiberal, rigid, dichotomous, and punitive. The results are positively related to ratings obtained by these children's parents on similar materials. While such attitudes are established relatively early the ethnocentrism of the child is much more flexible than the adult's and it is suggested that this is due to the more dependent status of the child. Finally, it is pointed out that precisely because the unprejudiced child meets problems with fewer stereotypes, he is subject to greater maladjustment.—R. A. Littman.

1264. Ichheiser, Gustav. (6125 Kenwood Ave., Chicago, Ill.) **Are our silent presuppositions about prejudices correct?** *Amer. Psychologist*, 1948, 3, 451.—A new start is suggested by following these aspects: (1) Not more research but a critique of our silent presuppositions. (2) Differences are at the bottom of tensions and difficulties in intergroup relations. (3) Only effective therapy is to admit and discuss the existing differences.—R. Mathias.

1265. Iisager, Holger. (*International People's Coll., Helsingor, Denmark.*) **Education for independent thinking: an attempt.** *J. genet. Psychol.*,

1948, 72, 295-301.—"A short course consisting of three lectures on the main principles of logical positivism and the imperfection of the human senses proved to have a significant immediate effect on superstitions, prejudices, and misconceptions held by 27 Danish unemployed attending a college course. A lasting effect was only shown in a few cases, and the evidence points to a longer and more thorough course if more than a few are to profit from such an immunization against prejudice and subversive propaganda."—*R. B. Ammons.*

1266. La Barre, Weston. (*Duke U., Durham, N. C.*) *Columbia University research in contemporary cultures.* *Sci. Mon., N. Y.*, 1948, 67, 239-240.—The Columbia University project for Research in Contemporary Cultures, directed by Dr. Ruth Benedict, is applying a variety of social science techniques in the analysis of national character in contemporary literate cultures—France, Czechoslovakia, Russia, China, Spain, Syria, and Jewish groups. Approaches, techniques, and types of personnel utilized are listed. Scientific and practical importance of the data is indicated. Locale of the research is New York City.—*B. R. Fisher.*

1267. Morlan, George K. (*Springfield Coll., Springfield, Mass.*) *The two-way street.* *Wom. Pr.*, 1948, 42(8), 29-30; 47.—In the total problem of race prejudice the emotional sensitivity of the victim is often a facilitating factor. While the holders of prejudice need better indoctrination, the victims must learn to "do more than avoid getting hurt. We should turn the drive of our feelings into useful channels."—*C. M. Louttit.*

1268. Sherif, Muzafer. (*Yale U., New Haven, Conn.*) *The necessity of considering current issues as part and parcel of persistent major problems, illustrated by the problem of prejudice.* *Int. J. Opin. Attitude Res.*, 1948, 2(1), 63-68.—Studies of current social issues should be related to central concepts in order to contribute to a unified social psychology. This point is illustrated in terms of research on prejudice; such research should be related to the psychology of attitudes, ego development and groups. Social distance studies have revealed a well-established scale of prejudice toward nationalities; the same ranks are generally assigned by various regional, ethnic, and occupational groups. They change only when a low-ranking group places itself high but leaves the rest of the scale intact. The attitudes are based not on contact with the nationalities but on learning from the members of one's own group. This helps explain the low correlations of prejudice with contact or information and the positive correlations with conformism. Thus group prejudice varies with group relationships and not with information, experience, or good will. Change of attitude in an individual is a function of the individual's assimilation into a new group.—*N. L. Gage.*

1269. Stalnaker, John M. (*Stanford U., Calif.*) *Identification of the best Southern Negro high-school seniors.* *Sci. Mon., N. Y.*, 1948, 67, 237-239.—The technique whereby the Pepsi-Cola

Scholarship Board selects Southern Negro high-school seniors for college scholarships and awards is described. It includes primary selection of candidates in a school by senior class elections, and preliminary and advanced selection tests, prepared by the College Entrance Examination Board. School participation in the program is increasing. Scores for the 1948 finalists on the Scholastic Aptitude test are presented, and average white and Negro finalist scores are compared. Fifty-five out of the 59 negro winners in the last 3 years are succeeding in a number of colleges. "There is no reason to believe that there is a low upper limit of intellectual ability in this group."—*B. R. Fisher.*

1270. West, Robert C. *Cultural geography of the modern Tarascan area.* Washington, D. C.: Government Printing Office, 1948. (Smithsonian Inst. Soc. Anthropol. Publ. No. 7.) vi, 77 p. 75¢.—A field study is reported of the northwest part of the Province of Michoacan in Mexico. Tarascan, a formerly dominant cultural and linguistic type in this region, has receded before a Spanish-speaking mestizo culture. In the first half are descriptions of land, climate, population changes, types of settlement and land ownership. The remaining half is devoted to the types and techniques of economic production and trade. 49-item bibliography.—*L. M. Hanks, Jr.*

[See also abstract 1452.]

SOCIAL INSTITUTIONS

1271. Berkowitz, Sidney J. (*Jewish Family Service, Cleveland, O.*) *An approach to the treatment of marital discord.* *J. soc. Casework*, 1948, 29, 355-361.—The importance of correct diagnosis in the early stages as to whether the problem is in marriage as against a marital conflict is stressed. Effective treatment in either environment or personality cases begins with the establishment of a therapeutic relationship on the diagnostic base. The caseworker's skill must include specific qualities of personality and attitude in addition to knowledge and technical understanding in order to make possible the development of this relationship.—*V. M. Stark.*

1272. Wattenberg, W. W. (*Wayne U., Detroit, Mich.*) *Education for migration.* *Sch. Rev.*, 1948, 56, 325-331.—Using the years of 1935 to 1940 as a norm, the author points out that one in ten Americans may expect to move in a comparable period. The goal to keep in mind in view of this is that educators should do everything possible to provide the young people with adequate education to make a happy adjustment. Of the problems in migration, the two principle ones are differences in patterns of living and sources of help in time of need. Suggestions whereby teachers and counselors can help the youth meet these problems are: (1) discuss fully the problems of living in various types of communities, (2) vocational guidance should include types of work found in various types of communities, (3) assistance in understanding personality and mastering of social

skills, and (4) instituting field trips and exchange excursions.—R. S. Waldrop.

LANGUAGE & COMMUNICATION

1273. Berreman, Joel V. (U. Oregon, Eugene.) **Assumptions about America in Japanese war propaganda to the United States.** *Amer. J. Sociol.*, 1948, 54, 108-117.—Japanese war propaganda directed to the United States is here analyzed to show the obstacles to propaganda effectiveness imposed by cultural differences and a faulty appraisal of the frames of reference of the listening public.—D. L. Glick.

1274. Flesch, Rudolph. (Dobbs Ferry, N. Y.) **A new readability yardstick.** *J. appl. Psychol.*, 1948, 32, 221-233.—The author provides a revised system for determining the comprehension difficulty of written material through the use of two new formulae which measure reading ease and human interest. The following elements are used in analyzing text passages: (1) average sentence length in words; (2) average word length in syllables; (3) average percentage of "personal words"; (4) average percentage of personal sentences. A step-by-step procedure for using the formulae, and interpretative table of scores, and an analysis of passages in "Life" and "The New Yorker" are given. 20-item bibliography.—C. G. Browne.

1275. Gewirtz, Jacob L. (State U. Iowa, Iowa City.) **Studies in word-fluency: I. Its relation to vocabulary and mental age in young children.** *J. genet. Psychol.*, 1948, 72, 165-176.—Tests of word fluency were constructed and used with 38 children 6 and 7 years old. The tests correlated better with mental than chronological age, and showed inter-correlations ranging from .08 to .70. It appears that "there are two abilities involved in word-fluency: one involving the rate of word association where there is some restriction imposed, and the other involving the rate of word association where there is little restriction."—R. B. Ammons.

1276. Gewirtz, Jacob L. (State U. Iowa, Iowa City.) **Studies in word-fluency: II. Its relation to eleven items of child behavior.** *J. genet. Psychol.*, 1948, 72, 177-184.—Thirty-eight children (CA's 5-0 to 6-7) were given tests of word-fluency and rated by teachers on 15 of the Fels child behavior scales. Correlations between behavior ratings and scores in word-fluency ranged from .00 to .58. "It is indicated that word-fluency ability, or one of the abilities involved in word-fluency, as measured by the tests used in this study, may be a function of temperamental as well as intellectual traits."—R. B. Ammons.

1277. Mowrer, O. H., (U. Illinois, Urbana.), Palmer, Florence, & Sanger, Marjorie D. **Individual learning and "racial experience" in the rat, with special reference to vocalization.** *J. genet. Psychol.*, 1948, 73, 29-43.—16 rats were conditioned in a box built with a grid floor, with shock as the unconditioned and a flickering light as the conditioned

stimulus. Half of the group had the shock turned off or not given when they ran to the opposite end of the apparatus, and half when they vocalized in some way. The running response was easily conditioned, while vocalization was not. It is proposed that in a free situation, the rat's survival depends on not squeaking until actually harmed. This inhibition of response is felt to be "instinctive" or inherited. In order for man to develop speech he must have lived for a long period of time in an environment where free vocalization was safe, "in the trees." 29 references.—R. B. Ammons.

1278. Smith, Ruth Emily. (West High School, Green Bay, Wis.) **Publishers improve comic books.** *Libr. J.*, 1948, 73, 1649-1652.—The market for comic books published as periodicals is so large that they rank among the foremost of the magazines with circulations of over a million. The author briefly traces the history of comic book publishing. Comic book reading appears to have little relation to IQ, culture, education, economics, or occupational background, and they are read by an appreciable percentage of all age groups from 6 to adult. Within the last few years there has been some increase in the attempt to make the comic book educational and to reduce the amount of vulgarity and violence. 17 references.—C. M. Louttit.

1279. Storer, Thomas. (U. Nebraska, Lincoln.) **The philosophical relevance of a "behavioristic semiotic."** *Phil. Sci.*, 1948, 15, 316-330.—The analysis of semiotic by Charles Morris in the book "Signs, language, and behavior" (see 20: 2822) is only of slight significance for philosophy. Philosophical linguistic analysis is different from a behavioral study of sign-using organisms. Philosophy consists of epistemic analysis. A behavioristic semiotic fails to answer any of the traditional epistemological questions. In saying that the empiricist meaning criterion is not valid for all philosophical discourse, Morris adopts a metaphysical attitude towards philosophy. However, Morris' analysis may be of importance to psychology because it makes it possible to treat verbal responses of subjects without violating the requirements of a consistent behaviorism.—F. Heider.

[See also abstracts 1021, 1443, 1494.]

CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

1280. Horrocks, John E., & Nagy, George. (Ohio State U., Columbus.) **The relationship between the ability to make a diagnosis and to select appropriate remedial procedures.** *J. genet. Psychol.*, 1948, 38, 139-146.—An artificial case study, *A Study of Connie Casey*, was presented to groups of subjects with varying degrees of education and experience with human behavior. Subjects were tested for diagnosis and remedial procedures. In general, diagnostic ability is only moderately related to remedial ability. Neither education nor experience is of consequence in bringing together the two

abilities. Diagnosis and therapy are two separate abilities.—B. R. Bugelski.

1281. Hutson, Percival W. (U. Pittsburgh, Pa.) *Selected references on guidance.* *Sch. Rev.*, 1947, 55, 425-430.—An annotated bibliography of 56 items which is divided under the headings of Distribution and Adjustment.—R. S. Waldrop.

1289. Lemkau, Paul V., (John Hopkins U., Baltimore, Md.) *What can the public health nurse do in mental hygiene.* *Publ. Hlth Nurs.*, 1948, 40, 299-303.—The need and purpose of Public Health is to make scientific findings and ideas practical in expression and in application. The Public Health nurse is the effector here. Functions of the Public Health nurse are: (1) to maintain the humanness of the health department, (2) seek to offer service to everyone in the community, (3) to educate as well as treat, (4) to lead to psychological action, a change of attitude, (5) do research which only she by entering various homes can do.—R. S. Waldrop.

[See also abstracts 1059, 1072, 1075, 1191.]

METHODOLOGY, TECHNIQUES

1283. Altus, William D. (U. California, Santa Barbara). *The validity of an abbreviated information test used in the Army.* *J. consult. Psychol.*, 1948, 12, 270-275.—The derivation of a 13-point test of general information from an original matrix of 105 items is discussed. The questions, correct answers, and rough IQ equivalents are given. It is concluded that the validity of a test is not entirely a function of its length. This test correlates .73 with the 5 verbal subtests of the Wechsler-Bellevue. The test may be used to obtain a quick rough evaluation of verbal intelligence.—S. G. Dulsky.

1284. Bell, John Elderkin. (Clark U., Worcester, Mass.) *Projective techniques; a dynamic approach to the study of the personality.* New York: Longmans, Green & Co., 1948. xvi, 533 p. \$4.50.—Designed as "a text in clinical methodology for graduate and advanced undergraduate students," this reference volume covers the entire field of projective techniques. The author's stated purposes are to present a comprehensive review of the literature, facilitation of research, description of each technique in sufficient detail to serve as an introductory manual, stimulation for more extensive application and invention of new projective methods. Theoretical foundations and methodological aspects are discussed in the opening chapter. The body of the work is divided into (1) word association and related techniques; (2) visual stimulus techniques; (3) expressive movements and related techniques; (4) play, drama, and related techniques. In the final chapter the author evaluates the general usefulness of projective methods and criteria for their adequacy, cites general criticisms made, and suggests areas in need of further research. The tests are arranged in a functional order, with bibliographies appended to each chapter. There are 1694 references, nearly one half of them devoted to the Ror-

schach. Special tables summarize some major research findings.—H. P. David.

1285. Bruder, Ernest E. (St. Elizabeths Hosp., Washington, D. C.) *A clinically trained religious ministry in the mental hospital.* *J. clin. Pastoral Wk.*, 1948, 1, 26-35.—There are four distinct services a clinically trained minister can bring to the mental hospital. (1) Interviewing the newly admitted patient is an opportunity to relieve his anxieties, interpret the hospital services and give supportive religious therapy in the crisis situation. (2) Worship is a valuable resource in developing group feeling to overcome the feeling of isolation so prevalent in mental illness. (3) Counseling in referrals and follow-up interviews when the pastor is friendly, understanding and permissive offers a unique service, for patients relate to the chaplain as the symbol of the community's active concern for their welfare. (4) The educational function of the chaplain is not only to teach the patient but also the theological student by clinical training and the community by interpreting the work of the hospital and the responsibility of all in the care and prevention of mental illness.—P. E. Johnson.

1286. Clark, Jerry H. (U. California, Santa Barbara). *Clinical use of the Altus Thirty-Six Point Adjustment Test in screening Army A.W.O.L.'s.* *J. consult. Psychol.*, 1948, 12, 276-279.—The Altus 36-point test was a valuable aid in screening illiterates and A.W.O.L.'s. It is a valid, efficient, time-saving indicator of probable neurotic tendency. There is a high correlation between this test and the "neurotic triad," Hs, D and Hy, of the MMPI.—S. G. Dulsky.

1287. Ellis, Albert, & Conrad, Herbert S. *The validity of personality inventories in military practice.* *Psychol. Bull.*, 1948, 45, 385-426.—A review is presented of the available papers on the military validation of personality questionnaires in view of the favorable results secured in contrast with civilian practice. Analysis of studies using a psychiatric criterion and a performance criterion leads to the conclusion "that both spurious and legitimate factors account for the superior showing of the personality inventories in military practice." An analysis of specific factors influencing the results is given for each type of questionnaire. 76-item bibliography.—S. Ross.

1288. Evans, Harrison S., & Collet, Grace M. *The Rorschach test in clinical psychiatry.* *Ohio St. med. J.*, 1948, 44, 482-486.—The Rorschach test is presented relative to the theoretical background, the nature of the test, the clinical contributions which it offers, and some limitations of the test. The theoretical background involves the fact that visual perception reveals the characteristics of the perceiving individual as well as the nature of the stimulus pattern. The nature of the ink blots are such that the individual contributes a maximum to the visual perception. The various factors employed in the test include area, form, color, movement, and shading. Differential response to each of these stimulus

characteristics is described. Some limitations of the test are (1) the control factors on the test need to be more clearly understood, and (2) the interpretation on the basis of statistical norms is insufficient. The test is a personal instrument and considerable training and practice are necessary for its effective use.—*G. W. Knox.*

1289. Garfield, Sol L. (*U. Connecticut, Storrs.*), & Fey, William F. A comparison of the Wechsler-Bellevue and Shipley-Hartford Scales as measures of mental impairment. *J. consult. Psychol.*, 1948, 12, 259-264.—100 hospitalized patients of a wide age range who met all conditions for valid test records were given both tests. Wechsler-Bellevue Indices of impairment, corrected for age, correlated .13 with Shipley-Hartford Conceptual Quotients. With older patients the Shipley-Hartford revealed a decided drop in score, whereas the opposite was true with the corrected Wechsler-Bellevue Index. "One must conclude that these two measures of mental impairment bear little relationship to each other, and apparently are not measuring the same aspects of mental functioning."—*S. G. Dulsky.*

1290. Hunt, J. McV. (*Community Service Soc., New York.*) Measuring movement in casework. *J. soc. Casewk.*, 1948, 29, 343-351.—The attempt to devise a dependable measure of the results of casework resulted in 2 instruments with known reliability: Distress-Relief Quotient, and a scale for judging movement. They are described and the criteria for movement are examined. The author anticipates that further work may make it feasible and relatively inexpensive to incorporate such judgments in statistical reports of any agency. The results of follow-up study are necessary before the validity of these measures can be known.—*V. M. Stark.*

1291. Klein, George S. (*Menninger Clinic, Topeka, Kans.*) An application of the multiple regression principle to clinical prediction. *J. gen. Psychol.*, 1948, 38, 159-179.—Clinical test batteries are in need of statistical evaluation. The Wechsler-Bellevue has not been so evaluated. The problem is one of determining residual validities of sub-tests separated from the influence of over-lapping functions. 74 schizophrenics were compared with 54 Kansas State Highway patrolmen in a validation procedure in which the point biserial r 's were obtained between each sub-test vocabulary scatter score and the criterion of group identity. Combined weighted scores were significantly more effective than unweighted. The best indications of schizophrenic impairment were the Comprehension, Picture Completion, Arithmetic, and Digit Symbol measures. About 26% of the cases were misidentified according to the test. The multiple regression principle is a useful aid to clinical validation studies. 19 references.—*B. R. Bugelski.*

1292. Pierce, Helen Oexle. (62 Flagg Rd., West Hartford, Conn.) Errors which can and should be avoided in scoring the Stanford-Binet scale. *J. genet. Psychol.*, 1948, 72, 303-305.—In analysing the testing of 88 nursery school children with the 1937

Stanford-Binet by three competent testers, the following errors were noted: failure to keep complete records of actually passed or failed items, inconsistency in handling refusals, halo effect on retesting, failure to give sufficient time and effort to testing, failure to continue testing until actual ceiling was reached, and omitting items because they were time consuming or relatively difficult to administer. It is pointed out that workers must "discipline themselves to give and score tests as accurately and completely as they can, thus realizing the full clinical value of the Stanford-Binet scale."—*R. B. Ammons.*

1293. Punke, Harold H. Social philosophy as the basis for guidance. *Sch. Rev.*, 1948, 56, 236-238.—A discussion of and a plea for a clearer expression of the basic social philosophy necessary to give our guidance programs democratic character. "Major goals of a democratic guidance program should be (1) to discover the aims and philosophy of life which supply orientation to the behavior and outlook of the individual youth and (2) to help him develop a clear picture and a comprehensive evaluation of his aims and philosophy."—*R. S. Waldrop.*

1294. Rabin, Albert, (*Michael Reese Hosp., Chicago, Ill.*) & Broida, Daniel. Projection via proverbs: follow-up of a suggestion. *J. consult. Psychol.*, 1948, 12, 246-250.—Following up a suggestion in the literature, the authors selected 41 proverbs for their possible value in evoking responses relative to patients' family relationships, attitudes toward marriage and the opposite sex, and toward their own status in life. Group administration is much less fruitful in terms of production of self-revealing material than individual administration. The scale is suggested as a basis for experimentation rather than as a "test."—*S. G. Dulsky.*

1295. Rudolf, G. de M. (*Hortham Colony, Bristol, Eng.*) The Kent and other tests used on the same subjects. *J. ment. Sci.*, 1948, 94, 452-458.—For 557 mental defectives tested individually with the Stanford-Binet and the EGY, the EGY seemed to give higher MA. For 409 soldiers tested on the group Farmer Hotoph 3 test and individually on the EGY there was little overlap. For 600 soldiers tested with group Progressive Matrices and individual EGY there was some correlation. Correlation coefficients were: EGY and S-B, .74; EGY and F.H.3, .08; EGY and Group Matrix, .26. It is concluded that the EGY cannot be used as a substitute for any of the 3 other tests.—*W. L. Wilkins.*

1296. Sampson, Jerome N. (*Community Referral Service, Chicago, Ill.*) Coordination of guidance and personnel activities in the community. *Sch. Rev.*, 1947, 55, 594-598.—Assuming that all agencies in a community want to cooperate in guidance and counseling programs, the author points out the isolationism of the specialists. Several varieties of counseling and guidance are described. The professional point of view of the social case worker is given and approaches to community cooperation are suggested.—*R. S. Waldrop.*

1297. Stone, C. Harold, & Simos, Irving. (U. Minnesota, Minneapolis.) A follow-up study of personal counseling versus counseling by letter. *J. appl. Psychol.*, 32, 408-414.—To compare the relative effectiveness of counseling by personal interview and by letter, a follow-up of counseled cases was made with a questionnaire regarding reactions to counseling, aid in job-seeking, and improvement in morale and self-confidence. Both groups reported the counseling service helpful. Differences between the responses of the 2 groups were in general not statistically reliable, but what differences there were favored the personal interview counseling.—C. G. Browne.

1298. Wise, Carroll A. (Garrett Biblical Inst., Evanston, Ill.) Some practical problems in counseling in the parish. *J. clin. Pastoral Wk.*, 1948, 1, 1-5.—"How do you get people to come to you?" To answer this question the author describes his 3 year experiment in pastoral counseling as one of a staff of 5 ministers in a large Minneapolis church. Competence in this work is best gained by clinical training in a mental hospital. But psychological knowledge need not be paraded for it threatens many people. Personal acquaintance with people through the activities and relationships of the parish is helpful. But the pastoral counselor must keep confidences, be nonjudgmental, and have time enough to be available for unhurried interviews in a relaxed frame of mind. Common sense is needed to temper knowledge with understanding, meet people on their own level, allow them to set their own pace, deal with the needs of which they are aware, be human and humble rather than professional to let people feel the counselor will not use his training against them.—P. E. Johnson.

[See also abstracts 1043, 1045, 1046, 1047, 1048, 1057, 1185, 1186, 1192, 1451, 1490, 1522.]

DIAGNOSIS & EVALUATION

1299. Durea, M. A., & Norman, R. D. (Ohio State U., Columbus.) The significance of weighted and unweighted items in differentiating between groups. *J. gen. Psychol.*, 1948, 38, 217-227.—Pressey's Interest-Attitude Tests were given to schizophrenics, manic-depressives, and normals. The scores were computed in 2 ways: (1) the scores were evaluated in terms of the actual frequency of responses for each group; (2) the scores were weighted in terms of the number of possible responses for the test as a whole. The weighting proved an unnecessary refinement for this test as equally good diagnostic differentiation was possible by either method of scoring.—B. R. Bugelski.

1300. Rubin, Harold. (Ohio State U., Columbus.) The Minnesota Multiphasic Personality Inventory as a diagnostic aid in a veterans hospital. *J. consult. Psychol.*, 1948, 12, 251-254.—The MMPI was administered to 98 V.A. mental hospital patients within three weeks after admission. It is concluded that: (1) the MMPI has little diagnostic value at a VA mental hospital; (2) the K scale weakens rather

than strengthens the discriminatory powers of certain of the individual subtests; (3) the Pd scale may have some significance in detecting those individuals referred to as "psychopathic;" (4) the Sc scale is the only scale which differentiated the four diagnostic groups (chronic alcoholic without psychosis, psychopaths, psychoneurotics, and psychotics) used in this study.—S. G. Dulsky.

[See also abstract 1384.]

TREATMENT METHODS

1301. Axline, Virginia M. (U. Chicago, Ill.) Some observations on play therapy. *J. consult. Psychol.*, 1948, 12, 209-216.—Several cases of children in play therapy are analyzed. In play therapy only the present attitudes and feelings and behavior are utilized. There is no going back to causes. It is hypothesized that the child behaves as he perceives himself in relation to others and dependent upon his present feelings of adequacy to cope with the situation. The child's emotional reaction seems to be the expressive measurement of the degree of deviation between his feelings of ability to cope adequately and a realistic perception of himself and the factors in his environment.—S. G. Dulsky.

1302. Beck, S. J. (Michael Reese Hosp., Chicago, Ill.) Trends in orthopsychiatric therapy. II. Rorschach F plus and the ego in treatment. *Amer. J. Orthopsychiat.*, 1948, 18, 395-401.—The Rorschach F plus, measuring the sharpness of form perception, represents the critical work of the intellect. It waxes with age in children, and with intelligence. It wanes with brain damage, and with functional mental disorder, barring depression. Beck identifies it with ego, on the maturation of which the therapist bases his hope of constructive therapy.—R. E. Perl.

1303. Berg, Charles. (British Hosp. for Functional Mental and Nervous Disorders, Lond.) Psychotherapy; practice and theory. New York: W. W. Norton, 1948. vi, 503 p. \$5.00.—Published in England under the title, Clinical Psychology, "this book purports to be essentially clinical." Of the 5 sections, the first entitled, From Medicine to Mind, deals with an autobiographical chapter, and others on etiology, case-taking, classification and a discussion of a case to show that classification *per se* may be etiologically misleading. The following three sections deal with The Problem of Anxiety, The Hysterias, and Some More Severe Illnesses. Section V, Treatment (180 pages) is devoted to physical, psychological, and psychoanalytic forms of therapy. The book ends with a critical review of therapeutic techniques and a look into the future. Glossary of 14 pages.—N. H. Pronko.

1304. Boisen, Anton T. (Elgin State Hosp., Elgin, Ill.) The service of worship in a mental hospital; its therapeutic significance. *J. clin. Pastoral Wk.*, 1948, 1, 19-25.—For 24 years this hospital chaplain has been experimenting with worship services as a therapy in mental hospitals. He considers the value of hymns as a medium for deep

emotional response and re-education in group therapy. He would exclude hymns referring to enemies, voices, magical beliefs, helplessness, fear and isolation as well as those out of keeping with the situation and mood of mental patients. To reinforce therapeutic suggestions he would include hymns expressing sin and need, aspiration for a better life, love and forgiveness of God, etc., and hymns dealing with special occasions and problems. Hymn tunes should be familiar, singable and expressive of the appropriate religious experience. Hospital patients are deprived of family relationships but they can in group worship have re-orientation, re-affirmation and re-creation of religious faith with therapeutic results.—P. E. Johnson.

1305. Desoille, R. *Le rêve éveillé en psychothérapie; essai sur la fonction de régulation de l'inconscient collectif.* (The waking dream in psychotherapy; essay on the regulatory function of the collective unconscious.) Paris: Presses Universitaires de France. 1945. 388 p.—This work forms a sequel to "Exploration de l'affectivité subconsciente par la méthode du rêve éveillé" (13: 2466) in which the author presented his psychoanalytic technic. Here Desoille presents at length a few cases by means of the very detailed verbal processes of each session. In the last part of the work Desoille presents his critical views. Attaching himself to the school of Jung he shows that the technic of the waking dream is based on the archetypes, systems of images, and emotions. The waking dream suggesting ascensions to the patients constitutes a veritable "technic of sublimation." It brings them into a repeated contact with elevated images which entrain with them ideas and sentiments also elevated. A comparison then imposes itself between this technic and the practice of orison in religions. The religious sentiment freed of its infantilism would be moreover for the author a genuine psychic function, that of sublimation, which would have a regulative role while tending to develop conscience.—(Courtesy of *Année psychol.*)

1306. English, Horace B. (Ohio State U., Columbus.) *The counseling situation as an obstacle to nondirective therapy.* *J. consult. Psychol.*, 1948, 12, 217-220.—The client's response to the counseling situation, compounded as it is of anxiety and hope, profoundly structures the whole relationship. Thus, nondirective procedures at the beginning often fail to create the permissive atmosphere within which the client can examine his feelings. In such cases, other procedures designed to accomplish the same end must be utilized. Nondirective procedures are not the whole of the counseling situation. The client's expectations, guilt feelings, and fears also powerfully structure the total situation. Thus, the paradoxical conclusion is reached that "nondirective procedures, by their very purity and rigor, sometimes interfere with nondirective therapy."—S. G. Dulsky.

1307. Gerard, Margaret W. Trends in orthopsychiatric therapy. V. Treatment of the young child. *Amer. J. Orthopsychiat.*, 1948, 18, 414-421.—

Treatment of the emotional problems of the preschool child is still in a formative state. Current practices include education of the parents or collaborative therapy of mother and child, group therapy techniques of treatment in a nursery school set-up and foster home placement on a scientific basis. 21 references.—R. E. Perl.

1308. Gunderson, Edward J. (Roosevelt Coll., Chicago 40, Ill.) *Relaxation in therapy.* *J. gen. Psychol.*, 1948, 38, 181-190. Criticisms of Jacobson advanced by Dorothy H. Yates (20: 4186) in an outline of principles and practices of progressive relaxation are answered by the writer in favor of Jacobson. According to the author, Yates' presentation is misleading, inadequate, and contains numerous errors. Quotations from Jacobson and Yates are paralleled to show alleged distortions introduced by Yates.—B. R. Bugelski.

1309. Hamilton, Gordon. (Columbia U., New York.) *Helping people—the growth of a profession.* *J. soc. Casework*, 1948, 29, 291-299.—The methods of social casework directed toward the furthering of newer objectives which are based on a democratic conviction in welfare are discussed. The concepts include: (1) respect for human personality, (2) active participation and responsibility in the treatment process, (3) respect for differences (cultural, racial, etc.) and (4) self-awareness on the part of the worker. In the community the role of the family agency is a vital force and its program should offer group fee and low-cost facilities with trained workers using common skills and techniques.—V. M. Stark.

1310. Hulse, Wilfred C. *Group psychotherapy with soldiers and veterans.* *Milit. Surg.*, 1948, 103, 116-121.—"Group psychotherapy is a not too well-defined method, embracing a number of different procedures that often have little in common." The procedure is extremely complicated and requires great skill and experience. Therapists must be carefully trained and patients carefully selected. Scientific group psychotherapy requires strict observation of the following rules: (1) careful selection of carefully examined patients whose diagnosis has been established; (2) thorough planning of the procedure; (3) careful dosage; (4) minute observation and recording of the procedures employed, and (5) scientific analysis and evaluation of therapeutic achievements.—G. W. Knox.

1311. Josselyn, Irene M. (Institute Psychoanalysis, Chicago, Ill.) *The caseworker as therapist.* *J. soc. Casework*, 1948, 29, 351-355.—Treatment is divided into: (1) environmental therapy, (2) relationship therapy, (3) interpretative therapy. For successful results, in whatever category, the caseworker needs to understand the dynamics of the problems involved and must have an objective approach combined with an identification with the individual in the therapeutic situation.—V. M. Stark.

1312. Lowrey, Lawson G. (Columbia U., New York.) Trends in orthopsychiatric therapy. I. General developments and trends. *Amer. J.*

Orthopsychiat., 1948, 18, 381-394.—This is the introductory paper to a symposium on therapy. After reviewing the basic ideas of two previous sessions on therapy, one in 1930 and one in 1939, the author presents some topics which are currently being emphasized in orthopsychiatric therapy. An appendix lists papers on therapy and related topics which have been printed in the *Amer. J. Orthopsychiat.* from 1939 to date.—R. E. Perl.

1313. Redl, Fritz. Resistance in therapy groups. *Hum. Relat.*, 1948, 1, 307-313.—Group therapy is a misused term and two distinctions must be made clear. The use of the term demands recognition of a psychology of group life; it is not doing to 25 people what is done with one person. Second, to organize groups is not sufficient. The aim of this gathering must be explicit therapy procedures. This latter point is illustrated by showing that in groups, resistance plays a very important role and that there are "very special 'group psychological expressions' of resistance." A review of several stages of resistance in the course of therapy with delinquent children is presented. The goal of therapy, the author feels, is to establish the leader as an ideal or model. The children resist this first by showing "love" and forcing personal relationships. Then they attempt to provoke him and reduce him to the status of any other adult by forcing him to be punitive. There are several other subtle mechanisms, highly varied, all of which are attempts to destroy the therapist's role. If the therapist can successfully negotiate all these threats he can then expect some changes of an enduring nature to take place. In conclusion, there are some suggestions about the need for future research and reemphasis on the great similarity between resistance as displayed by adults and groups.—R. A. Littman.

1314. Scheidlinger, Saul. (Jewish Board of Guardians, New York.) Group therapy—its place in psychotherapy. *J. soc. Casework*, 1948, 29, 299-304.—Activity group therapy and group analysis are described briefly. In discussing the dynamics of group therapy the advantages pointed up are that (1) the group re-creates a family setting, (2) transference is diluted by relationships with other members of the group, and diminishes anxiety, (3) the psychotherapist can observe the patient in the process of interaction in a group setting, (4) an expression of difficulties is made easier by group participation, and (5) it affords economy of time and personnel. The limitations of group therapy are that it is a more superficial type of therapy and cannot deal directly with deeply repressed unconscious conflicts.—V. M. Stark.

1315. Shaskan, Donald A. (V.A. Mental Hygiene Clinic, San Francisco, Calif.) Trends in orthopsychiatric therapy. IX. Evolution and trends in group psychotherapy. *Amer. J. Orthopsychiat.*, 1948, 18, 447-454.—All sorts of groups are formed by society (labor unions, religious groups, interracial groups, etc.) to absorb the shock of widespread upheaval and to give direction to the individual

through the maze of uncharted areas. Individuals who were not able to relate to these groups have been helped to adjust to the limitations of society by group therapy. The field of group therapy is quite extensive as it can be used in the hospital, the institution, the clinic, school, industry and in private practice. 27 references.—R. E. Perl.

1316. Solomon, Joseph C. (U. California, Med. Sch., San Francisco.) Trends in orthopsychiatric therapy. IV. Play technique. *Amer. J. Orthopsychiat.*, 1948, 18, 402-413.—Play techniques are here discussed as means of direct therapy with children. The steps of a child's progress through therapy are outlined, as well as are the differences of approach necessary for the aggressive-impulsive, the anxiety-phobic, the regressive-reaction formation and the schizoid-schizophrenic types of children. 106-item bibliography.—R. E. Perl.

[See also abstracts 1204, 1271.]

CHILD GUIDANCE

1317. Baldock, Edgar C. Some children live in institutions. *Understanding the Child*, 1948, 17, 73-77.—Some of the problems that face the children and staff of institutions are considered. Problems dealing with institutional care and supervision and the relationship between school and institution are discussed.—J. L. Gewirtz.

1318. Cameron, Eugenia S. (Bureau of maternal and Child Health, Madison, Wis.) Child guidance services in semi-rural and neglected areas; a public health project in Wisconsin. *Amer. J. Orthopsychiat.*, 1948, 18, 536-540.—In 1941 the Bureau of Maternal and Child Health of the Wisconsin State Department of Health established a mental health program as an extension of its other health services for children. The program was an educational one aiming to teach communities how to establish child guidance services as a permanent part of their resources. Psychiatric services, and later other parts of the child guidance team, were loaned to communities to work with local professional people in treating children with behavior problems. After two years the services were taken over locally and the state staff remained in a supervisory and advisory capacity.—R. E. Perl.

1319. Green, Rose. (U. Southern California, Los Angeles.) Trends in orthopsychiatric therapy. VIII. Treatment of parent-child relationships. *Amer. J. Orthopsychiat.*, 1948, 18, 442-446.—The present emphasis is built on the realization that treatment of either parent or child is not as effective as treatment of the relationship between them. Although the clinic team aims to use the parents' role more constructively in treatment, many social institutions such as the school, court and some social agencies, are still expressing blame of parents directly and indirectly.—R. E. Perl.

1320. Lurie, Louis A. (Child Guidance Home, Cincinnati, O.) Trends in orthopsychiatric therapy. VII. Physical factors. *Amer. J. Orthopsychiat.*,

1948, 18, 432-441.—Although with increasing emphasis on a psychodynamic orientation in child guidance procedures, the trend has been away from the physical and more toward the psychoanalytical, the pendulum is returning to center. Today there is a trend toward greater emphasis on medical treatment in a larger selection of cases. An appreciation of physiopathology is as important as that of psychopathology. An understanding of possible changes in normal functioning of the personality which may be produced as a result of pathological structural changes brought on by a physical disorder is essential both from the standpoint of therapy and of prognosis. 15 references.—R. E. Perl.

1321. Meister, David. (State U. Iowa, Iowa City.) **Adjustment of children as reflected in play performance.** *J. genet. Psychol.*, 1948, 73, 141-155.—32 children, 14 girls and 18 boys, aged 5 through 7 years, were presented with a doll-play situation representing family life, and asked to make up a story. Very little non-stereotyped material was produced. Boys and non-adjusted children tended to show more than average action. Good adjustment was associated with high thematic content while level of education seemed to have no effect on scores. High arrangement scores appeared to correspond with maladjustment and immaturity. It is concluded that with the use of the present generalizations, "... it is possible to decide without any previous knowledge of the child's condition and merely from observation of the child's performance whether or not he is adjusted, to what degree and often whether the child is destructive or immature, provided always that the child is willing to play and has not suffered from a recent tension producing experience."—R. B. Ammons.

1322. Pearce, J. D. W. (Tavistock Clinic, London.) **The community and the aggressive child.** *J. ment. Sci.*, 1948, 94, 623-628.—A child has 3 main methods of expressing aggression upon the community: vagrancy or truancy, stealing, or direct expression through overt aggressive conduct ranging from bullying to murder.—W. L. Wilkins.

1323. Sloman, Sophie Schroeder. (Institute for Juvenile Research, Chicago, Ill.) **Problems of giving child guidance in neglected areas.** *Amer. J. Orthopsychiat.*, 1948, 18, 541-542.—The chief problem in giving local child guidance services in rural areas is that of trained personnel who need special qualifications not paramount in large city clinics where community contacts are minimal.—R. E. Perl.

1324. Tow, Lillian. (Bureau of Child Guidance, Board of Education, New York.) **The case of "Johnny."** *Understanding the Child*, 1948, 17, 92-94; 96.—The case of Johnny, a 6-year-old, first-grade intellectually gifted child whose needs for affection and security were unfulfilled, and the clinical action followed in the case, is presented.—J. L. Gewirtz.

1325. Witmer, Helen L. [Ed.] (Smith Coll., Northampton, Mass.) **Pediatrics and the emotional needs of the child.** New York: The Commonwealth

Fund, 1948. 180 p. \$1.50.—Nearly fifty of the country's leading pediatricians, child psychiatrists and medical and psychiatric social workers met at Hershey, Pennsylvania in March of 1947 for the purpose of discussing: (1) "What we have learned about emotional growth and development." (2) "What can the pediatrician in practice do in the field of mental health?" (3) "What are pediatric departments now thinking and doing about problems of mental health?" (4) "What are the next steps in pediatric teaching and training toward better understanding of the emotional life of the child?" and (5) "What are the next steps in furthering comprehensive pediatric service?" The discussions on these topics and the summarization of the conclusions that were reached are that although the pediatrician is and has been prepared to deal with the physical aspects of growth and development he is at present less well prepared to deal with the emotional elements in the development of the child. The trend now appears to indicate that the pediatric specialist is endeavoring to become as well oriented on the psychic side of growth and development as he is in the physical. An appendix is included which covers the activities in pediatric services of ten well known hospitals in this country.—M. A. Seidenfeld.

[See also abstracts 1127, 1213, 1386, 1424.]

VOCATIONAL GUIDANCE

1326. Anderson, Rose G. (Psychological Corp., New York.) **Subjective ranking versus score ranking of interest values.** *Personnel Psychol.*, 1948, 1, 349-355.—Self-rankings and score-rankings on the 6 categories of the Allport-Vernon Study of Values were compared for 2 groups of males (ages 18-25 and 26 and up). Nearly $\frac{1}{4}$ of the younger group and $\frac{1}{5}$ of the older group were unable to identify any of their 2 highest or their 2 lowest interest value scores. The discrepancies between the 2 rankings emphasize the need for vocational counseling, assisting clients to clarify their own interests. Some of the interest values were judged better than others and the older group exhibited better agreement than did the younger group.—A. S. Thompson.

1327. Arbuckle, Dugald S. (Boston U., Boston, Mass.) **Vocational services in colleges.** *Occupations*, 1948, 27, 28-34.—This paper reports the details of a study of vocational services offered students in 15 Illinois colleges and universities. It is concluded that the most effective measures are being taken in the women's church-related colleges, private coeducational colleges, and private junior colleges. The "least effective measures were being taken in the college of arts and sciences of a large coeducational church-related university."—G. S. Speer.

1328. Barnett, Gordon J. (Salvation Army Vocational Guidance Bureau, New York.) **The truth about aptitude tests.** *Surv. Midmon.*, 1948, 84, 327-329.—In an attempt to reduce misconceptions concerning aptitude tests the author describes their use and discusses particularly the following 4 items: (1)

aptitude tests are not achievement tests, (2) such tests are usually simple in their requirements, (3) aptitude is not synonymous with interest, and (4) aptitude tests are not measures of intelligence.—*C. M. Louttit.*

1329. Bennett, G. K., Seashore, H. G., & Wesman, A. G. (*Psychological Corporation, New York.*) **The Differential Aptitude Tests: some comments by the authors.** *Occupations*, 1948, 27, 20-22.—This is a reply to critical comments by Cottle (see 22: 4010) regarding the construction and validity of the Differential Aptitude Tests.—*G. S. Spear.*

1330. Bisson, J. G. (*Canadian Unemployment Insurance Commission, Ottawa, Canada.*) **A plan advocating a specialized employment service for young workers in Canada.** *Occupations*, 1948, 27, 38-42.—The operation of the Youth Guidance Councils in Canada is described, and the relation of these Councils to youth employment centers is indicated. Advantages of specialized centers for the placement and guidance of youth are shown.—*G. S. Spear.*

1331. Coetsier, L. **De Bereopsoriënteering in België.** (Vocational orientation in Belgium.) Courtrai: Groeninghe Drukkerij, 1940. 462 p.—This work is far from concerning itself merely with Belgium. One finds in it a history of vocational orientation, some general considerations on its necessity, its psychological foundations, its social role, etc., as well as a detailed exposition of the method of Christiaens whom the author reproaches for being too analytical. The author likewise expresses his personal ideas on the organization of vocational orientation, and brings more than one interesting suggestion. He insists notably on the continuity of vocational guidance of which the psychotechnical examination is not the whole. The school should prepare the child for the choice of the vocation, and a kind of pedagogical and social tutelage should be exercised up to the moment when the adolescent has terminated his vocational training and been placed. Finally, the author would have the training of vocational counselors reserved for the universities.—(Courtesy of *Année psychol.*)

1332. Longstaff, Howard P. (*U. Minnesota, Minneapolis.*) **Fakability of the Strong Interest Blank and the Kuder Preference Record.** *J. appl. Psychol.*, 1948, 32, 360-369.—59 students took the Strong Interest Blank and the Kuder Preference Record. They were then instructed to attempt to fake certain scores upward and other scores downward on a second administration. Results show that (1) both tests are fakable; (2) interest categories differ in their fakability; (3) Strong is easier to fake upward and Kuder downward; (4) women are less successful in faking than men. It is suggested that when the forms are used in the employment situation a special set of directions be given and that a set of items which yield a "lie" score be added.—*C. G. Browne.*

1333. Sinoir, Guy. **L'orientation professionnelle.** (Vocational orientation.) Paris: Presses Universi-

taires de France, 1943. 128 p.—After an introduction on the origins of vocational orientation, its purpose, its definition and its field of action, the author explains in the first part some general problems: division of juvenile labor; production; utilization of the individual, and in the second part which is the more important he considers the methods and technics of determining aptitudes; the establishment of individual profiles; knowledge of occupations; and finally the role and training of the vocational counselor and his collaborators (physician, teacher, social worker, without forgetting the role of the family). The present organization of vocational guidance completes the exposition which will permit people at large to place themselves in the current of a question which has assumed these recent years a legitimate relief.—(Courtesy of *Année psychol.*)

1334. Super, Donald E. (*Teachers Coll., Columbia U., New York.*) **Experience, emotion, and vocational choice.** *Occupations*, 1948, 27, 23-27.—Vocational guidance must consider needs and means of satisfying the needs as well as aptitudes and outlets. Vocational guidance must thus be guidance for vocational adjustment.—*G. S. Spear.*

1335. Wren, Harold A. (*Cooper Union, New York.*) **Alice in Testland.** *Occupations*, 1948, 27, 35-37.—In this review of the Pre-Engineering Inventory, it is indicated that the director of the study preparing the test is not trained in test construction, does not know what he is testing for, and has produced an instrument no more valid than existing instruments or high school grades.—*G. S. Spear.*

1336. Zerfoss, Karl P. (*George Williams Coll., Chicago, Ill.*) **Experimenting with the Cleeton Vocational Interest Inventory.** *Occupations*, 1948, 27, 43-44.—An instance in which the Cleeton Inventory was used in a retest demonstrates the necessity for interpreting results in light of the milieu in which the tests are given.—*G. S. Spear.*

[See also abstracts 1059, 1181.]

BEHAVIOR DEVIATIONS

1337. Appel, Kenneth E. (*U. Pennsylvania, Philadelphia.*) **Science, psychiatry, survival.** *Science*, 1948, 108, 603-604.—Abstract.

1338. Arntzen, F. I. **Psychological observations of prisoners of war.** *Amer. J. Psychiat.*, 1948, 104, 446-447.—The author, a German psychologist, reports the systematic observation made by other prisoners and himself during their stay in a Canadian internment camp during World War II. In general it was determined that reduced liberty did not produce difficulty by way of personality disturbance.—*R. D. Weitz.*

1339. Binger, Carl. (*New York (N. Y.) Hosp.*) **New partnerships for psychiatry.** *Amer. J. Orthopsychiat.*, 1948, 18, 543-547.—Although the psychiatrist's chief concern is with the individual, he is looking at the individual more and more against the backdrop of his setting. The studies of the anthro-

pologist and sociologist have become increasingly valuable for the psychiatrist. And the psychiatrist must use his growing authority in education, in industry, in local, national and international politics.—R. E. Perl.

1340. Bonaventura, Enzo. (U. Florence, Italy.) *La psicoanalisi*. (Psychoanalysis.) (3rd ed.) Verona: Arnoldo Mondadori Editore, 1945. 417 p.—A systematic exposition of psychoanalysis is given with chapter headings as follows: hysterical phenomena; the unconscious; repression; psychodynamics—theory of instincts; the development of human sexuality; the dream; the neurosis; psychoanalysis in the history of civilization and culture; successors and critics of Freud; critical considerations and conclusion. Among pictures reproduced are one of Sigmund Freud and one of Carl G. Jung. A several page bibliography is appended: the works of Sigmund Freud; the works of psychoanalysts or of authors somehow inspired by psychoanalysis; Italian writers on psychoanalysis; the principal psychoanalytic journals; various other writings referred to in the course of the present volume.—F. C. Sumner.

1341. Caldwell, John M. *The present status of neuropsychiatry in the Army*. *Milit. Surg.*, 1948, 102, 479-482.—Neuropsychiatric problems constituted the largest single cause of loss of manpower during World War II. Neuropsychiatric statistics are given for the U. S. Army, covering the period 1942-1945. Of 15,000,000 examined, 12% were rejected for neuropsychiatric reasons; this constituted 38% of all rejections. Of 12,000,000 personnel in the army, 1,000,000 were admitted to hospitals for neuropsychiatric reasons. Three to four times as many were treated by psychiatrists without being admitted to hospitals. 545,000, or 49% of medical discharges were for neuropsychiatric disorders. Relatively few of these were psychotic, 80 to 90% suffered from personality disorders. The following military personnel were assigned to handle the situation: 2,400 physicians, of whom 700 had psychiatric training before entering the service, 300 clinical psychologists, 700 psychiatric social workers, and 800 nurses; and, in addition to military personnel, 100 American Red Cross psychiatric social workers.—G. W. Knox.

1342. Fong, Theodore C. C. *Neuropsychiatric activities at Darnell General Hospital*. *Milit. Surg.*, 1948, 102, 365-373.—An analysis was made of the major clinical syndromes found at Darnell General Hospital (military) as compared with civilian groups. Three principle groups were found: (1) schizophrenia, (2) "psychosis, unclassified," and (3) non-psychotic reactions and anxiety states. Group (1) was found to be similar in all respects to those found in civilian practice. Group (2) has no counterpart in civilian practice and is characterized by acute onset, a short course, and a quick recovery. Group (3) also exists in civilian practice, but is much more prevalent in the military and is considered as due to the additional stress placed on the individual during military service.—G. W. Knox.

1343. Gould, Lawrence. *The way to be happy: common-sense psychology*. Garden City, N. Y.: Doubleday, 1948. x, 308 p. \$2.95.—This book "is an attempt to state in common-sense terms how the principles of Freudian psychology may help us free ourselves from fears and false impressions that have made us needlessly unhappy." Written with the purpose of helping the reader evaluate himself the chapters are grouped into 5 major categories: relations with oneself, relations with the external world, love and marriage, relations with children, and a miscellaneous group entitled "Obstacles and detours." The final chapter deals with the problems of old age. 33 references.—C. M. Louttit.

1344. Havermans, F. M. (St. Servatius Psychiatric Institute at Venray, Netherlands.) *Beknopte psychiatrie voor sociaalwerkenden*. (Psychiatry summarized for social workers.) Roermond-Maaseik: J. J. Romen & Zonen, 1948. 173 p.—Psychiatry is here epitomized for social workers. Following some observations on general psychology and general psychopathology, the symptomatology and etiology of psychoses, psychopathies and neuroses are set forth. Several chapters are then devoted to mental disease and the law; prophylaxis in psychiatry; psychiatry in the army (written by F. J. M. Schmidt). Appended are listings of (1) recommended readings, (2) psychiatric hospitals in the Netherlands, (3) psychiatric clinics in the Netherlands, (4) the principal institutions in Holland for the feeble-minded.—F. C. Sumner.

1345. Klimes, K. *Die Hemmung als Störung des Persönlichkeitsbewusstseins*. (Repression as a disturbance of consciousness of the total person.) *Arch. Psychol.*, 1943, 116, 151.—The distinction is made between emotionally and consciously determined repressions. To illustrate the latter the author cites a case history which is interpreted according to the author's own complex theory.—J. Deussen.

1346. Koontz, Amos R. *Psychiatry in the next war: shall we again waste manpower?* *Milit. Surg.*, 1948, 103, 197-202.—During World War I only borderline cases received psychiatric examinations at the time of induction. During World War II psychiatric screening was much more thorough and a greater percentage of unfits was eliminated from the start. In spite of the improved screening of World War II, over 1,000,000 psychiatric cases developed as against less than 100,000 for the first war. Since twice as many men were involved for twice as long during World War II, the cases of World War I should be multiplied by 4 to give comparable proportions. World War II cases are still over twice as many. The author interprets the findings not as any degeneration of the country's nervous stability, but rather as a shift in classification criteria. The author believes that much manpower was wasted which might have been effectively used. Should the classification criteria continue the same rate and direction of change, a dangerous

waste of manpower would be predicted for the "next war."—G. W. Knox.

1347. Maier, Norman R. F. (*U. Michigan, Ann Arbor.*) Experimentally induced abnormal behavior. *Sci. Mon.*, N. Y., 1948, 67, 210-216.—A general discussion of experiments on abnormal behavior in the rat, conducted or influenced by Maier, their results, theoretical significance (particularly in regard to the comparison of "motivated" and "frustrated" behaviors), and implications for understanding human behavior.—B. R. Fisher.

1348. Maier, Norman R. F. (*U. Michigan, Ann Arbor.*), & Feldman, Robert S. Studies of abnormal behavior in the rat. XXII. Strength of fixation and duration of frustration. *J. comp. physiol. Psychol.*, 1948, 41, 348-363.—Having established in previous experiments that frustration produces an abnormal habit fixation in rats, the investigators attempted to ascertain the effect of various durations of frustration on the strength of the fixated responses. Using three experimental and three control groups, position responses were developed with 8, 16 and 24 days of training, under frustration in the experimental groups and as motivated and rewarded responses in the control groups. The various durations of training were found to have no effect on the ease with which position responses were broken in the motivated control groups; the experimental groups took significantly more trials to abandon the position responses. The 8 days group was significantly differentiated from the 16 and 24-day experimental groups, being less rigid. "It is concluded that there are at least two degrees of rigidity in fixations." In the first degree, the responses are more firmly fixated than during non-frustrational learning but can be modified by the use of guidance; in the second, the rigidity is manifest even when guidance is used.—L. I. O'Kelly.

1349. Masefield, W. G. Psychiatric ruminations; the presidential address delivered at the One Hundred and Sixth Annual Meeting of the Royal Medico-Psychological Association held at Eastbourne, 10 July 1947. *J. ment. Sci.*, 1948, 94, 217-224.—Psychiatry is defined as the branch of medicine which is concerned with prevention, causation, and treatment of deviations of human personality. A plea is made for wider acceptance of all forms of therapy, for the study of character, and for simpler and more modern laws relating to mental treatment.—W. L. Wilkins.

1350. O'Brien, John D. Psychiatric units in general hospitals. *Ohio St. med. J.*, 1948, 44, 826-827.—Over 45% of admissions to general hospitals have psychiatric implications. The author feels it imperative that more adequate facilities be provided for diagnosis, a psychiatric staff, laboratory facilities, and intensive therapy. The psychiatric ward in a general hospital serves as a link between the state institution and the home, and serves as an excellent opportunity for dealing with personality, social problems, and human relationships of large numbers of people.—G. W. Knox.

1351. Pillersdorf, Louis. Psychiatric units in general hospitals. *Ohio St. med. J.*, 1948, 44, 716-717.—The number of psychiatric beds per total number of beds is given for numerous hospitals in different states. Four suggestions are made concerning improvement of conditions relative to the psychiatric patient: (1) provision of modern facilities for early diagnosis and treatment of all types of mental disorders; (2) permission of the patient to remain in his own community, in touch with his family physician; (3) provision of thorough psychiatric training for physicians and nurses; and (4) bringing of the psychiatrist into closer contact with his medical colleagues.—G. W. Knox.

1352. Rascovsky, Arnaldo. Interpretación psicodinámica de la función tiroidea. (Psychodynamic interpretation of the thyroidal function.) *Rev. Psicoanal.*, B. Aires, 1947, 4, 413-450.—Data obtained from psychoanalytical investigations of psychoneurotics led to the formulation of an interpretation of the psychodynamic significance of the thyroidal function. The thyroid gland is regarded as a repressing and prospective instance of the pregenital libidinal tendencies and as a stimulant of genital activity. 21 references.—L. W. Cozan.

1353. Slater, E. T. O. (*National Hosp., Queen Square, London.*) Psychopathic personality as a genetical concept. *J. ment. Sci.*, 1948, 94, 277-282.—A theory of multi-factorial inheritance is suggested as probably valid in considering disposition toward either neurotic or psychopathic behavior patterns.—W. L. Wilkins.

1354. Strömberg, Erik. (*U. Aarhus, Denmark.*) Social surveys. *J. ment. Sci.*, 1948, 94, 266-276.—On the island of Bornholm, population 46,000, Strömberg made 6 surveys aimed at discovering the mentally ill. K. H. Fremming followed with catamneses of 5,500 persons born between 1883 and 1887—these being 92% of those sought. In Strömberg's surveys 14,000 persons were registered, with 1,700 being abnormal mentally. In Fremming's investigation mental disorders of all sorts were found in 12%, with psychoses, 4.1%; inferior intelligence, 3%; IQ below 75 in 1.3%; psychopathic constitution in 3.1%; and psychoneurosis in 2.2%. Other Danish surveys are summarized.—W. L. Wilkins.

1355. Tredgold, R. F. The mental health of British troops in the Far East. *J. ment. Sci.*, 1948, 94, 351-391.—Psychiatric admissions in southeast Asia per 1000 troops were higher in rate than in the west, and psychoses were more numerous than in England, particularly schizophrenia. Chief environmental factors in mental ill health in the Far Eastern theater were domestic stress, unsatisfactory employment, which affects officers more than enlisted men, and emotional strains, such as separation anxiety, fear of danger, resentment at unfair treatment, fear of disability, frustration. 121-item bibliography.—W. L. Wilkins.

[See also abstract 1086.]

MENTAL DEFICIENCY

1356. Bice, Harry V. (*New Jersey State Crippled Children Commission, Trenton.*) A decade of psychology. *Amer. J. ment. Def.*, 1948, 53, 57-66.—This is a review based on reports in the *American Journal of Mental Deficiency* covering the following topics: definition and classification of mental deficiency; the use of psychological tests and scales; the role of the psychologist; the development of new tests and scales and the evaluation of standard tests. An account is also given of the significant research on specific problems such as the exogenous case, racial differences, the stability of the intelligence quotient, and post-institutional adjustment. 71-item bibliography.—V. M. Staudt.
1357. Brady, Margaret. (*Maudsley Hosp., London SE5, Eng.*) Suggestibility and persistence in epileptics and mental defectives. *J. ment. Sci.*, 1948, 94, 444-451.—106 male and 94 female mental defectives, IQ 50-70, 200 epileptics, and 13 mental defectives difficult to handle were given the Hull body sway test of suggestibility. They were no more suggestible than Eysenck's normals, but were more persistent than neurotics in a simple test of holding one's foot off a chair. The psychopaths were less suggestible than neurotics; and the body sway test is considered a good screening device for neurotics.—W. L. Wilkins.
1358. Cassel, Robert H. (*Training School, Vineland, N. J.*) The man who might have been. I. Trent. *Train. Sch. Bull.* 1948, 45, 105-108.—A case is reviewed of a 27 year old imbecile to illustrate personality aspects of a positive sort.—W. L. Wilkins.
1359. Doll, Edgar A. (*Training School, Vineland, N. J.*) Annual report of the research department for 1947-1948. *Train. Sch. Bull.*, 1948, 45, 109-116.—Reviewed are staff, editorial, clinical, training, and institutional progress. Research areas include social maturity, visual perception, the Oseretsky scale, etiological studies, and other.—W. L. Wilkins.
1360. Engberg, Edward J. (*Minnesota School for Feeble Minded, Faribault.*) A survey of papers presented to the Association on Mental Deficiency in the past ten years dealing with administration. *Amer. J. ment. Def.*, 1948, 53, 24-46.—Papers published in the *Journal of the American Association on Mental Deficiency* during the past 10 years on problems of institutional administration are reviewed. Plant construction, employee-personnel problems, population surveys, and patient care and parole are among the topics discussed.—V. M. Staudt.
1361. Gegenheimer, Ruth A. (*Walter E. Fernald State School, Waverly, Mass.*) A quarter century of community supervision of mentally deficient patients. *Amer. J. ment. Def.*, 1948, 53, 92-102.—A review is presented of the operation of the parole system for the release of patients from State schools for the mentally deficient in Massachusetts. The author notes that the system has been workable and on the whole has brought good results during the 25 years that it has been in operation.—V. M. Staudt.
1362. Hill, Helen Franklin. (*The Training School, Vineland, N. J.*) Resume of papers published in the *American Journal of Mental Deficiency* on social problems dealing with the mentally deficient—1938-1948. *Amer. J. ment. Def.*, 1948, 53, 67-75.—A review is presented of the papers dealing with the social control of the mentally deficient through education, through parole, and through home supervision. Family care and community adjustment of the mentally deficient are also treated. 58-item bibliography.—V. M. Staudt.
1363. Lewis, E. O. Mental deficiency and social medicine. *J. ment. Sci.*, 1948, 94, 258-265.—Implications of the statistics of the Mental Deficiency Report of 1929 for social medicine are reviewed, especially those relating to socio-economic class and incidence of mental deficiency by family.—W. L. Wilkins.
1364. Malzberg, Benjamin. (*New York State Department of Mental Hygiene, Albany.*) A world survey of facilities for the institutional care of mental defectives. *Amer. J. ment. Def.*, 1948, 53, 119-127.—The primary purpose of this study was to determine the amount of institutional provisions for mental defectives throughout the world. Particular attention was devoted to the number of institutions in each country and the number of patients under care.—V. M. Staudt.
1365. Nisonger, Herschel W. (*Ohio State U., Columbus.*) Ohio's program for mentally deficient children. *Amer. J. ment. Def.*, 1948, 53, 103-108.—Six aspects of Ohio's program for the mentally deficient are discussed: (1) The program for mentally retarded children in public schools. (2) Community facilities for feeble-minded children and those with multiple handicaps. (3) The program for mentally defective children in the state schools. (4) The program of the Bureau of Rehabilitation. (5) The program of the Bureau of Juvenile Research. (6) Community child guidance centers.—V. M. Staudt.
1366. Pentschew, A. (*U. Sofia, Bulgaria.*) The genesis of the encephalopathia posticterica infantum (*kernicterus*).—*Amer. J. ment. Def.*, 1948, 53, 145-152.—On the basis of clinical and morphologic observations the author offers the following explanation of the genesis of encephalopathia posticterica infantum. The maternal antibodies penetrating during the time of birth into the blood-circulation of the new-born, exercise an injurious effect upon the parenchyma of its liver. The author notes that this organ is so regularly implicated because the liver of the new-born represents a place of less resistance. Simultaneously with the disturbance of the excretorial function for bilirubin, other liver functions are impaired. Among them is the production of a substance, indispensable for the oxygen-metabolism of the brain, especially of the areas particularly sensible to the want of oxygen. These are: pallidum, cornua Ammonis, striatum, dentatum, corpora subthal-

amica, oliva and the grey matter on the floor of the IV ventricle. The lack of this substance leads to more or less irreversible changes, strictly confined to those areas. In cases not ending fatally, scarred changes remain there, as the anatomical substratum of the encephalopathia posticterica infantum. 47-item bibliography.—V. M. Staudt.

1367. Pichot, Pierre. (*Hosp. Paris, France.*) French pioneers in the field of mental deficiency. *Amer. J. ment. Def.*, 1948, 53, 128-137.—The contributions of Frenchmen, such as Itard, Seguin, Morel, Bourneville and Binet, to the field of mental deficiency are described. The importance of their contribution is stressed not only for its size but for its diversity. Their approach to mental deficiency has been varied, but the author indicates that certain common traits can be found: Intellectually they had an independence that permitted them to leave the beaten path and make a real contribution to learning. Morally they were of the type to direct themselves to those pitiful patients, who more often were considered the objects of repulsion than human beings.—V. M. Staudt.

1368. Raymond, C. Stanley (*Wrentham State School, Wrentham, Mass.*) The development of the program for the mentally defective in Massachusetts for the past one-hundred years (1848-1948). *Amer. J. ment. Def.*, 1948, 53, 80-91.—A survey is presented of the progress made in Massachusetts during the last century in the care and treatment of the mentally defective.—V. M. Staudt.

1369. Schottky, J. Zur Klinik der Thromboendarteriitis obliterans der Hirngefäße. (Clinical aspects of thromboendarteriitis obliterans of the blood vessels of the brain.) *Arch. Psychol.*, 1943, 115, 237.—The term "thromboendarteriitis obliterans" was first introduced by Spatz and the author uses it to describe a case of "Winniwarter-Buerger'sche" pathology localized in the cerebrum. The case described is the first clearcut one in decades, since only very few cases are known in which the cerebrum has been affected. The pathology typically varies from superficial, easily cured disturbances to deep-seated gangrenous pathology. The author feels that none of the cases has been adequately analyzed from a psychiatric point of view. It is extremely difficult to make a correct diagnosis while the patient is alive and many mild cases go unnoticed, even though dementia and far-reaching character changes may take place. A case is presented who was mistakenly classified as a hysterical and garrulous person, held in prison and ordered sterilized, even though he was actually feeble-minded by birth. The author feels that this case illustrates the need for extreme caution in making purely psychological diagnoses which may or may not be the direct outcome of an organ pathology.—J. Deussen.

1370. Stevenson, George S. (*The National Committee for Mental Hygiene, New York.*) World implications of mental deficiency. *Amer. J. ment. Def.*, 1948, 53, 109-113.—A plea is made for greater

respect for the mentally deficient and for their protection against exploitation. The author feels that the World Health Organization needs especially to be concerned with mental deficiency. It is also noted that further international congresses and exchanges are required in order that there be greater understanding of mental deficiency throughout the world.—V. M. Staudt.

1371. Strauss, Lotte. (*Mt. Sinai Hosp., New York.*) The pathology of gargoylism; report of a case and review of the literature. *Amer. J. Pathol.*, 1948, 24, 855-887.—The pathology in a case of gargoylism in a 3 year old girl was compared with the findings reported in the literature. A thorough review of the literature includes tables of reported cases and of reported autopsy findings in cases of gargoylism. Previously noted lesions in the central nervous system, skeleton, eyes and visceral organs were observed. However, alterations in the connective tissues were noted in these areas. These alterations, striking in this case, were characterized by large vacuolated cells, proliferation of collagenous fibers and an increase in ground substance. Such alterations, not previously reported, appear to "have a role in producing some of the characteristic clinical manifestations of gargoylism (hydrocephalus, skeletal deformities, cardiac symptoms)". 72-item bibliography.—R. S. Waldrop.

1372. Wearne, Raymond G. (*Wassaic State School, Wassaic, N. Y.*) A resume of medical and psychiatric developments in mental deficiency during the past ten years. *Amer. J. ment. Def.*, 1948, 53, 47-56.—The etiology of mental deficiency is discussed as well as the development of the organism through the antenatal, natal and postnatal periods. The medical and psychiatric findings during the last ten years on the problem of mental deficiency are reviewed.—V. M. Staudt.

1373. Wildenskov, H. O. (*Keller Institutions, Bredning, Denmark.*) The care of mental defectives in Denmark and the Keller institutions for mental defectives. *Amer. J. ment. Def.*, 1948, 53, 138-144.—A report is presented of Danish legislation in respect to the care of mental defectives and an account is given of the type of institutional care rendered to this group. Specific emphasis is given to the largest Danish institution, the Keller Institution at Bredning.—V. M. Staudt.

1374. Yepsen, Lloyd N. (*New Jersey State Department of Institutions and Agencies, Trenton.*) Problems and a program for action. *Amer. J. ment. Def.*, 1948, 53, 15-23.—The problems involved in the care of the feeble-minded are discussed and a dynamic approach to the problems of mental deficiency is suggested. The proposal is made that a special conference on mental deficiency be called whose aims it should be: (1) to consolidate the present knowledge in this specialized field; and (2) to evolve a plan for action which can be recommended to the individual states and be useful throughout the world. Within each state, the author suggests, commissions can

then be established to work out the specific program for that state.—V. M. Staudt.

[See also abstracts 1060, 1167, 1180, 1214.]

BEHAVIOR PROBLEMS

1375. Abraham, Karl. *Relaciones psicológicas entre sexualidad y alcoholismo*. (Psychologic relations between sexuality and alcoholism.) *Rev. Psicoanál., B. Aires*, 1947, 4, 583-592.—An investigation of the difference in attitude in men and women with respect to alcohol. It was found that external factors, such as social influences, poor education, heredity, etc., are not sufficient to explain the difference.—L. W. Cozan.

1376. Arief, Alex J., & Rotman, David B. (Cook County Hosp., Chicago, Ill.) *Psychopathic personality; some social and psychiatric aspects*. *J. crim. Law Criminol.*, 1948, 39, 158-166.—Sociological factors have not been found to be strongly pertinent to the etiology of psychopathic personality. It is therefore encouraged that intensive exploration of the constitutional basis of this disorder and the differentiation of the symptomatic from the essential types be carried out. 11 references.—V. M. Stark.

1377. Diaz Padrón, José, A. *Las toxícomanías en medicina legal*. (Toxic psychoses and legal medicine.) *Criminalia. Méx.*, 1948, 14, 189-220.—The chief of the chemical laboratory of the Cuban bureau of identification (FBI) discusses in this paper first the various drugs and their effects on drug addicts. He cites Buzzo's classification of the consequences of chronic cocaineism: neuro-muscular overextension, disturbances of vision, hallucinations, delirium, mental depression, disturbances of circulation and nutrition. In the second and larger part he treats the special aspects of the problem which marihuana presents in Cuba. He concludes with the following recommendations: greater sanctions, reconsideration of the civil rights of drug addicts, special annexes to prisons for treatment of drug-addicts, inclusion of barbiturates in the framework of legal medicine, and permanent legislation prohibiting both sale and traffic in all possible forms.—J. H. Bunzel.

1378. Fidler, R. F. *A psychiatric review of fifty cases of gunshot wounds self-inflicted*. *J. ment. Sci.*, 1948, 94, 565-574.—Review of 50 cases seen 3 months after D-day showed that most cases of self-inflicted wounds whether deliberate or accidental in men from battle areas are early cases of exhaustion neurosis: most are found in immature youngsters, genuinely exhausted.—W. L. Wilkins.

1379. Kaplan, Lillian P., & Livermore, Jean B. (V. A. Los Angeles, Calif.) *Treatment of two patients with punishing superegos*. *J. soc. Casewk.*, 1948, 29, 310-316.—In presenting the cases of two patients with punishing superegos, it is demonstrated that casework can alleviate some difficulties through the patient's attainment of emotional insight as well as intellectual understanding of their problems.—V. M. Stark.

1380. Karpman, Benjamin. (St. Elizabeths Hosp., Washington, D. C.) *The alcoholic woman: case studies in the psychodynamics of alcoholism*. Washington: Linacre Press, 1948. x, 241 p. \$3.75.—This is a detailed case history presentation of three alcoholic women—complete with dreams and dream interpretation. There is also a complex diagram of the known and theoretical inter-relationships of the many facets of the behavior of each case. All had unsatisfactory childhood environments with feelings of insecurity and inferiority developing early. Each had some degree of incestuous interest overlaid with much parental conflict. Their sex lives, while showing considerable inter- and intra-individual variability, are similar in that they were unsatisfactory, promiscuous and more or less perverted. Their eventual alcoholism was incidental and gradual "... like a fuse leading to an explosive. In each case it provided a means of escape from an emotional conflict, conscious or unconscious." Epilogue: one social recovery, one death, and one missing.—C. E. Henry.

1381. Karpman, Benjamin. (St. Elizabeths Hosp., Washington, D. C.) *Conscience in the psychopath: another version*. *Amer. J. Orthopsychiat.*, 1948, 18, 455-491.—Detailed analytical studies of several cases are presented to illustrate the thesis that the majority of so-called psychopaths are psychogenically conditioned and therefore their behavior should be considered as symptomatic of an underlying neurosis or psychosis. The particular emotional factors which contribute most to the formation of antisocial behavior are unrequited love, guilt and hostility; all stem from an inadequately resolved oedipus situation. 35 references.—R. E. Perl.

1382. Kühn, H. *Über das Verhalten der vitalen zu den höheren Persönlichkeitsschichten bei den psychopathischen Formen*. (The relationship of the "vital drive" to higher personality functions in psychopaths.) *Arch. Psychol.*, 1943, 116, 229.—Current classifications of psychopathy are scrutinized with the aim of setting up a new definition. The author feels that one should no longer speak of psychopaths, but rather of characters with psychopathic stigmas. Thus psychopathy is seen as a clearly circumscribed, primary psychological deviation, e.g. a hereditary variation, "a mental malformation or a radical," which stands in opposition to the ego. Psychopathy appears to carry with it a biological inferiority or undesirability and this "unfavorable deviation of the vital soul" is present in animals no less than in man. Neuroses appear to be rooted in the ego, whereas psychopathy lies in the id. The author also propounds a character theory of levels in which he differentiates between the vital, biological phenomena and the drive aspects of personality.—J. Deussen.

1383. Laycock, S. R. *Is alcohol education a mental hygiene problem?* *Understanding the Child*, 1948, 17, 89-91.—Four reasons are presented for the drinking of alcohol. They are: (1) to compensate for feelings of inadequacy and insecurity; (2) to

remove social inhibitions; (3) to escape from problems; and (4) for social comradeship. It is suggested that a great deal of problem drinking, falling under the first 3, could be prevented by a comprehensive mental hygiene program in homes and schools.—*J. L. Gewirtz.*

1384. **Manson, Morse P.** (*U. Southern California, Los Angeles.*) **A psychometric differentiation of alcoholics from nonalcoholics.** *Quart. J. Stud. Alcohol*, 1948, 9, 175-206.—A preliminary questionnaire of 470 items was administered to 157 alcoholics and 126 nonalcoholics, and 114 significantly diagnostic items further administered to 202 alcoholic and 137 nonalcoholic males and 66 female alcoholics and 166 nonalcoholic females. Final form of the instrument includes 72 items from this scale. Validity for identifying alcoholics, reliability, and critical scores are discussed.—*W. L. Wilkins.*

1385. **Rawley, Callman.** (*Jewish Family & Children's Service, Minneapolis, Minn.*) **The adjustment of Jewish displaced persons.** *J. soc. Casework*, 1948, 29, 316-321.—The Jewish displaced person does not enter into social relationships readily, but is in need of friendship which offers him tangible aid. Casework service must, therefore, be defined so that his experiences with it can be clear and real, and conducive to trust and adjustment. Two cases are presented to illustrate how this is accomplished.—*V. M. Stark.*

1386. **Rosenheim, Frederick.** (*Judge Baker Guidance Center, Boston, Mass.*) **Animal identifications in a tiqueur.** *Amer. J. Orthopsychiat.*, 1948, 18, 529-535.—This is a report of an analytical study of a 14 year old boy who had suffered from severe generalized tics since the age of 6 when he identified himself with a weasel in a Thornton Burgess story. Therapy was a taming process through which he became closer to human beings. In his mind they became transformed from hunters with blood lust to photographers of wild animals, to tamers who held out not a gun but security and affection.—*R. E. Perl.*

1387. **Rudolf, G. de M.** (*Mount Pleasant, Clevedon, Eng.*) **Further aspects of brief retrograde amnesia.** *J. ment. Sci.*, 1948, 94, 641-649.—Two groups—OCS and pensioners—were compared for incidence and symptomology in retrograde amnesia with no differences shown for incidents when S's were not thinking of danger, but if danger had existed for a minute before the incident the differences were large, with differences greatest for those who had suffered post-traumatic amnesia. Complete abolition of retrograde amnesia by hypnosis requires from 3 to 10 hours, although it may well shrink over a period of months without treatment. Under hypnosis, any memory, whether distant or recent, can be recalled first, but the most terrifying memory, even if the most recent, is recalled last.—*W. L. Wilkins.*

1388. **Stern, Edward S.** (*Central Hosp., Hatton, Eng.*) **The Medea complex: the mother's homicidal wishes to her child.** *J. ment. Sci.*, 1948, 94, 321-

331.—Seven cases are detailed and anthropological and literary sources reviewed to describe the Medea complex in which a mother harbors death wishes to her offspring, usually as a revenge against the father. Relations to marital difficulties, to dyspareunia, failure of breast feeding, baby farming, neglect, are considered. 25 references.—*W. L. Wilkins.*

SPEECH DISORDERS

1389. **Leischner, A.** **Die "Aphasie" der Taubstummen; Beiträge zur Lehre von der Asymbolie.** ("Aphasia" of deaf mutes; contributions to the study of asymbolism.) *Arch. Psychol.*, 1942, 115, 469.—(1) A deaf mute is described who developed asymbolism in his use of sign language after having had apoplexy. A softening of the area in the lower left parietal lobe was found after sectioning. (2) A case of so-called "polyglot paraphasia" is described in which the patient characteristically would make up words from two different languages which he knew fluently. On the basis of this case the author proposes a new classification of aphasias which would subordinate them under the heading of "asymbolism."—*J. Deussen.*

CRIME & DELINQUENCY

1390. **Butler, Fred O.** (*Eldridge, Calif.*) **California's legal approach and progress in the rehabilitation of the defective and psychopathic delinquent.** *Amer. J. ment. Def.*, 1948, 53, 76-79.—A survey is made of California's legislation for the rehabilitation of the defective and psychopathic delinquent from its first attempt in 1919 up to 1948.—*V. M. Staudt.*

1391. **Clark, Jerry H.** (*U. California, Santa Barbara.*) **Application of the MMPI in differentiating A.W.O.L. recidivists from non-recidivists.** *J. Psychol.*, 1948, 26, 229-234.—The MMPI was administered to 100 AWOL'S at a center for processing and rehabilitating such individuals. 55 had been AWOL more than once, but tetrachoric r's showed no significant differences. 24 items, however, were selected to form a tentative "recidivist" scale.—*R. W. Husband.*

1392. **Durea, M. A., & Assum, A. L.** (*Ohio State U., Columbus.*) **The reliability of personality traits differentiating delinquent and non-delinquent girls.** *J. genet. Psychol.*, 1948, 72, 307-311.—Pressey Interest-Attitude Tests were administered to 276 delinquent girls and a control group of 151 non-delinquent girls. 29 items were found to differentiate between the groups. Mean total scores on the differential items were significantly different for the groups, with relatively little overlapping of the distributions.—*R. B. Ammons.*

1393. **Eliasberg, Wladimir.** **Psychiatric and psychologic opinions in court.** *J. crim. Law Criminol.*, 1948, 39, 152-157.—The differences between the psychologic and the psychiatric opinion consists in: (1) the specific training and experience, (2) the subject matter, and (3) the logical structure of the opinion. A unification and integration between the

psychologists and psychiatrists lies in the task of having their opinions work together. 16 references.—V. M. Stark.

1394. Gajardo, Samuel. *Psiquiatría y responsabilidad penal*. (Psychiatry and criminal responsibility.) *Criminalia, Méx.*, 1948, 14, 67-68.—There are so many steps between the normal person and the psychopath that one cannot establish a hard and fast line to separate the two. A demented person has no criminal responsibility since he is unable to exercise his will rationally. Most modern penal codes establish exceptions in favor of the psychopath. While there is no guilt psychiatrically and therefore no punishment possible there are necessary measures for the defense of society. The psychopathic criminal should be held in an appropriate institution, if necessary, for life.—J. H. Bunzel.

1395. Hodge, R. Sessions. (Somerset County Council, Eng.) *Delinquency and epilepsy: a clinical and electrophysiological note*. *J. ment. Sci.*, 1948, 94, 439-443.—EEG examination of 140 delinquents of varied seriousness of antisocial acts showed 7.8% with typical epileptic pattern and 4.2% more with abnormal EEG record. It is suggested that delinquents are frequently persons subject to episodic disturbance. Repeated psychometric and electrophysiological examinations of delinquents are recommended, especially for those in areas where the indeterminant sentence is possible.—W. L. Wilkins.

1396. Kennedy, Alexander. (U. Durham, Eng.) *The modern approach to juvenile delinquency: observation centres*. *J. ment. Sci.*, 1948, 94, 283-304.—It is suggested that present inadequacies in the contribution of psychiatry to understanding of delinquents might be overcome through centers for examining, screening, and giving first-aid psychiatric treatment, and for research and training of personnel. 28 references.—W. L. Wilkins.

1397. Laplace, Francisco P. *Realismo, dogmática y adaptación penal*. (Realism, dogma and criminological adaptation.) *Criminalia, Méx.*, 1948, 14, 325-352.—This is a historical survey of criminological thinking in fifteen chapters based mainly on European continental material with extensive bibliographical footnotes. The author treats *inter alia*: the philosophy of law and criminological philosophy; individualization of punishment; positivism in penal law according to types of criminals; application of principles in the Argentine penal code and in judiciary practice.—J. H. Bunzel.

1398. Masaveu, Jaime. (U. Madrid, Spain.) *Agravación y formas de la criminalidad postbélica*. (Increase and forms of postwar delinquency.) *Criminalia, Méx.*, 1948, 14, 152-159.—The criminologist from Madrid considers post war crimes from 1939 to 1945. Banditry and gangsterism are consequences not only of the social upheaval of the war period but also of economic insecurity, and personal anxiety. The gangster who may become a guerilla during the war will become a gangster again after it; he is according to the author and authorities

quoted by him, a product of a new social feudalism.—J. H. Bunzel.

1399. Quirós Cuarón, Alfonso. *Proyecto para la formación de un anexo psiquiátrico en la penitenciaría del D.F.* (Project for the establishment of a psychiatric annex to the penitentiary in Mexico City.) *Criminalia, Méx.*, 1948, 14, 141-146.—The first chapter of the paper establishes the motivation for the project and the categories of delinquents studied in the penitentiary. There were 7.17% syphilitics; 6.23% alcoholics of various degrees and forms; 4.43% gland disturbances; 4.10% tuberculosis; 2.64% disease of the vegetative system; and 20.57% of miscellaneous diseases, mainly rheumatism, arterio-sclerosis and cardiacs. Most frequent were syndromes of mental excitement, melancholy, schizophrenia, and paranoia with persecution complex. This did not take into account drug addicts who are in a different institution. Because of the studies made and results found a special annex should be established for 200 to 400 delinquents. Chapter 3 describes the place, chapter 4 the staff recommended. There follows a draft of the regulations and installations suggested.—J. H. Bunzel.

1400. Schneider, Wilmot F. (Shaker Heights, O.) *Medical aspects of juvenile delinquency*. *Ohio St. med. J.*, 1948, 44, 260-264.—The delinquent is studied as a "psychobiological unit" wherein each biological disorder and each behavioral deviation from social standards is considered as it relates to the total personality. The influences of hyperkinesia, allergies, general physical disorders, postencephalitic conditions, physical "part-dysfunctions," and cerebral dysrhythms on the child's behavior in a social environment are described. Relationships between positive electroencephalograms and psychomotor behavior, psychopathic personality, and general behavior disorders are pointed out.—G. W. Knox.

1401. Schnur, Alfred C. (Miami U., Oxford, O.) *The educational treatment of prisoners and recidivism*. *Amer. J. Sociol.*, 1948, 54, 142-147.—Association between in-prison educational treatment and subsequent criminal behavior was studied by comparing the proportion of nonrecidivists in adjusted, control, and experimental groups. The hypothesis that educational treatment has no significant association with postrelease recidivism must be rejected. Training for less than six months appears to have no effect on recidivism. Thus men should not be admitted for less than six months of schooling if their admission would require the exclusion of men who can be schooled longer.—D. L. Glick.

PSYCHOSES

1402. Finieffs, L. A. (Three Counties Hosp., Bedfordshire, Eng.) *The results of treatment of a thousand cases of schizophrenia*. *J. ment. Sci.*, 1948, 94, 575-580.—Treatment outcomes for 1009 schizophrenics seen over a 17 year period by the author. Of 156 discharged after no special treatment 14.1% were well at least 5 years later and 39.7%

relapsed. Of 188 cases treated with insulin and convulsion therapies and discharged 62.2% were well at least 5 years later and 30% relapsed, these 188 being those recovered sufficiently for discharge from 312 cases given such special treatment over a 5 year period.—W. L. Wilkins.

1403. Gallinek, Alfred. (Columbia U., New York.) The nature of affective and paranoid disorders during the senium in the light of electric convulsive therapy. *J. nerv. ment. Dis.*, 1948, 108, 293-303.—"The favorable results achieved by ECT in paranoid and affective disorders during the senium are interpreted as indicative of the fact that these psychoses are in principle reversible, and therefore not explainable on the basis of irreversible anatomic changes of senile degenerative and arteriosclerotic nature. The syndromes in question seem to be complex reaction types in which the anatomic factor is only one element in the constellation or causative agents. The diagnosis of psychosis with cerebral arteriosclerosis, therefore, does not seem to be justified in these syndromes." 30 references.—N. H. Pronko.

1404. Horányi-Hechst, B. Zeithbewusstsein und Schizophrenie. (Awareness of time and schizophrenia.) *Arch. Psychol.*, 1943, 116, 287.—Following Merlo, the author distinguishes several forms of awareness of time: (1) the primitive time sense, a vegetative function bound by the hypothalamus; (2) a feeling for time which makes possible the objectification of experiences; (3) the so-called gnostic time sense according to which experiences become marked by conventional time symbols; (4) the highest aspect of the awareness of time, the ability to experience duration as a continuous unified phenomenon. The schizophrenic rarely shows disturbances of his time sense as described under (1), often as described under (2), frequently as described under (3), and almost always lacks the highest awareness of time (4). Therefore it is not possible to intuitively grasp the personality of a schizophrenic since we are able to live only within a given time category.—J. Duessen.

1405. Kallmann, Franz J. (New York State Psychiatric Inst., New York.) Genetics in relation to mental disorders. *J. ment. Sci.*, 1948, 94, 250-257.—Reviewed are studies of schizophrenia in twins, which are regarded as crucial in the genetic study of mental disorder. It is considered safe to assume that a true schizophrenic psychosis of any variety can be developed only by a homozygous carrier of the predisposition. It is emphasized that heritability and curability are virtually unrelated, therapeutic action being possible through modifying the biochemical dysfunction which is the primary effect of the underlying main gene, or through modifying vital environmental factors.—W. L. Wilkins.

1406. Lindsay, J. S. Bonar. (Health Dept., Wellington, N. Z.) Periodic catatonia. *J. ment. Sci.*, 1948, 94, 590-602.—2 cases of stuporous periodic catatonic schizophrenia are detailed in sup-

port of the hypothesis that the kinetic and sympathetic phenomena of catatonic schizophrenia are of hypothalamic origin and are a specific neural pattern related to the onset of the psychosis. Efficacy of the reaction depends upon its degree of integration, the degree of causal schizophrenia, and the level of hypothalamic control of the internal environment, for hypothalamic control in schizophrenics is more labile than in normals. 17 references.—W. L. Wilkins.

1407. Magaret, Ann, & Simpson, Mary M. (U. Wisconsin, Madison.) A comparison of two measures of deterioration in psychotic patients. *J. consult. Psychol.*, 1948, 12, 265-269.—The Shipley-Hartford and Wechsler-Bellevue Scales were administered to 50 psychotic patients of varying diagnosis from 40 to 49 years of age. Correlations between the 2 test results do not differ significantly from zero. Neither index agreed with psychiatrists' ratings of deterioration to a significant extent.—S. G. Dulsky.

1408. Marcondes, Durval. Relaciones de objeto en la paranoia masculina y femenina. (Relations of the object in masculine and female paranoia.) *Rev. Psicoanál., B. Aires*, 1947, 4, 492-507.—In refuting the classical psychoanalytical formula that paranoia is a defense, through the mechanism of projection against homosexual desires, there is presented a theory that paranoia is not a defense against homosexuality, but against a passive role in sexual relations.—L. W. Cozan.

1409. Rubé, P. Healing processes in schizophrenia. *J. nerv. ment. Dis.*, 1948, 108, 304-346.—Analysis of the records of confirmed schizophrenics showed spontaneous recovery of between 12 and 15%. Furthermore, the variety of shock therapies have shown an initial improvement of 30 to 40% and a later stabilization at around 12-15% with later introduction of newer therapies. These findings are explained in terms of such psychological factors as skilled and excessive attention to patients on the part of enthusiastic personnel which effects a reactivation of the patient's affective interest in the environment. These features are lacking when therapists develop enthusiasm over newer techniques. Insulin shock works by provoking an anxiety which has no apparent link to the patient's autism but originates from the outside. The resulting need of the patient for reassurance orients him toward an affective contact with the environment. This situation must be capitalized upon in order to secure the patient's recovery. Case histories illustrate these and other points and indicate the need for a more thorough study of the environment from which the patient comes.—N. H. Pronko.

1410. Stengel, E. (Graylingwell Hosp., Chichester, Eng.) Some clinical observations on the psychodynamic relationship between depression and obsessive-compulsive symptoms. *J. ment. Sci.*, 1948, 94, 650-652.—Depression has an aggravating and unmasking effect on overt and latent obsessional symptoms; obsessional personality structure has an

integrating influence on the depression.—W. L. Wilkins.

1411. Tait, A. P. (Crichton Royal, Dumfries, Eng.) The management of chronic mental patients. *J. ment. Sci.*, 1948, 94, 459-464.—A chart for keeping track of the amount of nurses' time and a code for indicating type of difficulty shown by patients day by day is presented and possibilities for use in treatment planning indicated.—W. L. Wilkins.

[See also abstracts 1215, 1299.]

PSYCHONEUROSES

1412. Jones, Maxwell. Physiological and psychological responses to stress in neurotic patients. *J. ment. Sci.*, 1948, 94, 392-427.—Ten patients with typical history of effort syndrome and 10 patients with anxiety states were compared with 20 normal controls. Significant differences were found in exercise response on a bicycle ergometer: in post exercise pulse; post exercise oxygen uptake; blood lactate rise; in blood lactate rise following maximal work—effort syndrome patients giving up sooner—or having an effort phobia; in blood pressure and respiratory response to pain and cold; in breath holding and leg-raising tests; in enzyme choline-esterase. Treatment programs designed to combat effort intolerance are described. 43 references.—W. L. Wilkins.

1413. Klimes, K. Über die Dominanz bzw. das dynamische Verhalten der funktionellen Symptome. (The dominance in relation to the dynamic properties of functional symptoms.) *Arch. Psychol.*, 1943, 115, 113.—The author describes 5 neurotic patients in whom a rapid change of symptoms was observed, and he attempts to explain these in terms of complex psychic mechanisms.—J. Deussen.

[See also abstracts 1211, 1471.]

PSYCHOSOMATICS

1414. Haiman, Julius Arky. (1125 Park Ave., New York.) The psychosomatic approach to the treatment of allergy, bronchial asthma, and systemic disorders. *Med. Rec., N. Y.*, 1948, 161, 467-473.—Medical examination alone is insufficient. A social history is valuable and should include inquiry regarding childhood illnesses, environment, habits, playmates, and familial relationships. The patient must be forewarned of the possibility of long-term treatment and intermittent recurrent attacks. Family members should be advised of their role in aiding the patient. To forestall addiction to certain medications, "the patient must be told to exercise great will power . . ." and ". . . to disregard nerve cravings. . . ." Each case must be treated individually and, in the event that the patient does not appear to be progressing satisfactorily, "he must be told bluntly that either he must change his skeptical attitude and cooperate whole-heartedly, or you will not treat him further." 10 references.—A. R. Howard.

1415. Himmel, J. Gordon. Cosmetic plastic surgery—its relationship to personality. *Ohio St. med. J.*, 1948, 44, 711-713.—Data were collected by interview and observation in the hospital and in the office, of plastic surgery cases. In general, the individuals could be grouped into three major classifications: (1) well-adjusted individuals who sought operation from a logical approach, to improve their social effectiveness; (2) those who unconsciously used the handicap as a defense; and (3) those for whom the facial abnormality had become material for a schizophrenic process.—G. W. Knox.

1416. Klein, Henriette R. (Long Island Coll., of Med., New York.) A personality study of one hundred unselected patients attending a gastro-intestinal clinic. *Amer. J. Psychiat.*, 1948, 104, 433-439.—This is a study of 100 ambulant patients studied at a gastro-intestinal clinic. The author concludes that specific gastro-intestinal illness cannot be correlated with any one personality type marked by a pre-potent need. On the contrary, it was found that specific illness occurs in a variety of personality types marked by different psychological constellations.—R. D. Weits.

1417. Ruesch, Jurgen, et al. Duodenal ulcer; a sociopsychological study of Naval enlisted personnel and civilians. Berkeley: University of California Press, 1948. vii, 118 p. \$4.00.—20 civilian and 42 enlisted male ulcer bearers, along with a control group of 72 chronically ill non-ulcer patients, were given complete medical, surgical, radiological examinations in addition to detailed psychiatric interviewing and psychometric testing. The results are summarized in 11 chapters each describing specific aspects of the problem. Conclusions include the following: (1) the close relation between anxiety and gastrointestinal function is again demonstrated; (2) ulcer patients are above average in intelligence, have an unstable marital history and a high divorce rate, exhibit "deviant personality features" (including constant hunger for affection, deficient social techniques, infantilism); (3) attitudes toward physicians are determined primarily by childhood experiences in relation to affection and authority; (4) the civilian case was more "abnormal in character structure" than the military case. 3 case reports are used to illustrate methodology. 69 references.—L. A. Pennington.

CLINICAL NEUROLOGY

1418. Angyal, L. v. Regressive Zeichenstörung infolge cerebralen Gefäßkrampfes; Beiträge zur Symptomatik der parietalen Regression. (Regressive disturbance in the ability to draw resulting from a blood vessel cramp in the cerebrum; contributions to the symptomatology of parietal regression.) *Arch. Psychol.*, 1942, 115, 372.—A case is presented, who three times suffered from a critical blood vessel constriction in the cerebrum, and each time was cured. The symptoms were localized in the end branches of the left artery of the *fossae Sylvii*, in the area of the *ramus angularis* and the *ramus posterior*

Foix; the damage occurred primarily in the *gyrus angularis* and in the posterior third of the first and second temporal convolution. As a result of these attacks the subject showed disturbances in his ability to grasp abstractions, generalities as well as categories. Consequently he showed a tendency to have more archaic, sensuous memories. The disturbance of his drawing ability showed itself in a regression to early childhood drawings, to the point of reproducing cephalopods. A slight weakness of the left hemisphere remained as a permanent defect, as evidenced by the subject's drawing of profiles in the manner characteristic of left-handed persons (e.g. faces turned to the right).—*J. Deussen*.

1419. *Barker, Wayne*. (*Cornell Med. Coll., New York*.) Studies in epilepsy: personality pattern, situational stress, and the symptoms of narcolepsy. *Psychosom. Med.*, 1948, 10, 193-202.—A report of observations on 4 narcoleptic patients studied to obtain first, a knowledge of the nature of the situation in which symptoms occurred, and second, a description of narcoleptic symptoms during sodium amylal interviews. EEG records were obtained. Generally, the narcoleptic patient has a personality pattern and life history marked by conflicts between emotional needs based upon relationships with others and a denial of these needs. "Narcoleptic symptoms also occur when the patient's interest in the environment is minimal and tension from internal needs is absent." 15 references. *P. S. de Q. Cabot*.

1420. *Egel, Paula F.* (*Children's Hosp., Buffalo, N. Y.*) Technique of treatment for the cerebral palsy child. St. Louis, Mo.: C. V. Mosby, 1948. 203 p. \$3.50.—Since 1862 when Dr. William J. Little first reported upon the disease known as cerebral palsy there has been considerable interest not only in the etiology but in the methods of treatment. Though originally it was believed that little could be done for children with this malady, today the attitude has reversed and many successful advances have been made in improving the physical and psychological outlook of a very large segment of those afflicted with any of its several forms. Based upon years of successful experience with cerebral palsied children, Egel discusses such important topics as the classification of cerebral palsy; differentiation of cerebral palsy muscles; personality variations with case histories; the aims of treatment, the diagnostic tests used in the muscle examination and physical evaluation of the patient; various modern treatment modalities with descriptions of each.—*M. A. Seidenfeld*.

1421. *Hemphill, R. E.* (*Bristol Mental Hosp., Eng.*) Misinterpretation of mirror image of self in presenile cerebral atrophy. *J. ment. Sci.*, 1948, 94, 603-610.—A woman, CA 62, suffering from Alzheimer's disease, had a serious 6-year memory defect. She interpreted her image in a mirror as her sister, although when a false beard was placed over her chin she recognized the image as herself with a beard, thus showing that the identification was a

misinterpretation and not a psychotic projection.—*W. L. Wilkins*.

1422. *Hemphill, R. E., & Klein, R.* (*Bristol Mental Hosp., Eng.*) Contribution to the dressing disability as a focal sign and to the imperception phenomena. *J. ment. Sci.*, 1948, 94, 611-622.—Disorientation and difficulty in dressing due to defective recognition of geometric details and the spatial signs of an object are shown in 2 cases with spatial-agnostic defect. Predominance of lesions in the non-dominant occipital lobe in spatial disorientation is related to disability in dressing when there is a visual-spatial defect. Neglect phenomena are due to perceptive loss in the half or part of the body involved, leading to defective realization and inability to construct an image of these particular parts. Neurological implications. 21 references.—*W. L. Wilkins*.

1423. *Nielsen, J. M., & Butler, Fred O.* Birth primacy and idiopathic epilepsy. *Bull. Los Angeles neurol. Soc.*, 1948, 13, 176-178.—Analysis of records on a series of 780 epileptics in a state home indicated that a firstborn child was almost twice as likely as a later sibling (1.79 to 1) to be epileptic.—*D. K. Spelt*.

1424. *Wardley, Annetta*. Psychotherapy and its implication in regard to cerebral palsy. *Spastic Rev.*, 1948, 9(10), 5-6; 8.—The emotional and physical differences of the cerebral palsied child which are psychologically pertinent are discussed from the point of view of their importance to parents and to therapists.—*C. M. Louttit*.

[See also abstract 1369.]

PHYSICALLY HANDICAPPED

1425. *Cowen, Emory L., & Cruickshank, William M.* (*Syracuse U., N. Y.*) Group therapy with physically handicapped children. II: Evaluation. *J. educ. Psychol.*, 1948, 39, 281-297.—Reported changes in behavior and attitudes show that play therapy for a group of 5 physically handicapped children resulted in improvement for three, no progress for one, and effects which were not readily evaluated in the case of one child whose difficulties included mental retardation. The investigator concludes that group play therapy is effective for the physically handicapped, but certain modifications of the usual techniques may be necessary. For instance, with such children more limitations of the situation will be required to prevent serious physical injuries.—*E. B. Mallory*.

1426. *Cruickshank, William M., & Cowen, Emory L.* (*Syracuse U., N. Y.*) Group therapy with physically handicapped children. I: Report of study. *J. educ. Psychol.*, 1948, 39, 193-215.—During a period of 7 weeks a group of 5 physically handicapped children met twice weekly for undirected play. The investigator took notes, entered into the children's activities when requested, and saw to it that a "permissive atmosphere" was maintained so far as possible. Quoted protocols indicate that it

was possible for the children to work out, in their play, both certain emotional difficulties which arise from their special handicaps and also some problems which were unrelated to their physical idiosyncrasies. 15 references.—*E. B. Mallory.*

1427. Knapp, Peter Hobart. (*Massachusetts General Hosp., Boston.*) **Emotional aspects of hearing loss.** *Psychosom. Med.*, 1948, 10, 203-222.—A report of a psychiatric study of 510 patients at an Army Hearing Rehabilitation Service who were classified according to the relationship between hearing loss and psychiatric disability. Over a 6 month period, 3.7% of total admissions showed no demonstrable interrelationship. 5.5% with more severe hearing loss reacted neurotically to the constricted effects of deafness. 2.8% welcomed the disability. 5.7% with deafness, primarily psychogenic, showed deep desires for isolation and silence. No general "psychology of deafness" was demonstrated in this study. "Psychogenic hearing loss, by itself and in cooperation with physiologic loss, was a subtle and significant entity, important in the diagnosis and treatment of aural patients." 21 references.—*P. S. de Q. Cabot.*

EDUCATIONAL PSYCHOLOGY

1428. Batmale, Louis F. (*V. A. Guidance Center, City Coll., San Francisco, Calif.*) **Veterans' high-school graduation by examination.** *Sch. Rev.*, 1948, 56, 229-235.—A report on a selected group of 300 veterans "who were granted high-school diplomas on the basis of test performance." Data were collected on length of attendance at school, recency of training, and success in basic subjects. A follow-up of the use or intended use of diplomas so granted. The make-up and general acceptance of the GED tests are discussed. The median age was 21.9, the median date of withdrawal was 1941, and the median semesters in attendance was 4.8. In general, the diplomas were being used for vocational rather than educational purposes.—*R. S. Waldrop.*

1429. Blair, Glenn M. (*U. Illinois, Urbana.*) **Educational psychology, its development and present status.** Urbana, Ill.: Bureau of Research & Service, College of Education, 1948. 34 p. (*Univ. Illinois Bull.*, 46(13)).—Educational psychology as a separate field of specialization did not take form until the beginning of the 19th century, particularly with Pestalozzi and Herbart. The author traces the development of this field, especially from the point of view of its teaching in teacher training institutions, to the present time. The literature concerning the course of educational psychology including criticisms, statements of objectives, analyses of classroom and text book contents are reviewed. Original data on the percentage of space devoted to a number of topics in the field, represented in 13 text books published between 1940-46, are presented. The author suggests certain desirable developments for the future which emphasize attention to child development from both the academic and practical point of view, improvements in teaching methods, particu-

larly in the way of practice on the part of students, and an increase in the amount of time devoted to psychological subjects in teacher training.—*C. M. Louttit.*

1430. Bode, Boyd H., et al. **Modern education and human values.** Pittsburgh: University of Pittsburgh Press, 1947. xi, 165 p.—This collection of addresses from The Pitcairn-Crabbe Foundation Lectures has as its theme the question "What is man—whom we are seeking to educate?". It includes the following papers: Boyd H. Bode, Reorientation in education; Douglas Southall Freeman, Human values in the social sciences; Arthur H. Compton, The world educates for peace; Henry P. Van Dusen, Religion and education; Robert M. Hutchins, Is the educational system obsolete?; Ordway Tead, Education for self and society.—*H. H. Nowlis.*

1431. Gross, Llewellyn. (*U. Buffalo, N. Y.*) **An experimental study of the validity of the non-directive method of teaching.** *J. Psychol.*, 1948, 26, 243-248.—Non-directive group instruction and therapy has been urged as a method for developing social sensitivity and self-insight in students. A partially standardized scale for measuring self-insight was given to students in a psychology course whose instructor advocated and used the non-directive method, and to an apparently comparable group of economics students. The former showed a distinctly higher mean, although the experimenter (not the non-directive adherent) points out that individual differences are much larger than between means. He also raises such other questions as to what else is lost from a curriculum when "spontaneous expression" is encouraged, whether all students are amenable to this therapy, and whether self-insight will carry over into other phases of life.—*R. W. Husband.*

1432. Horace Mann-Lincoln Study Group. (*Teachers Coll., Columbia U., New York.*) **Recommended: group research for teachers.** *Teach. Coll. Rec.*, 1948, 50, 108-113.—The presentation of a specific research problem relating to grouping of pupils in the elementary school is presented to illustrate the principles discussed. After defining the problem, developing hypotheses, collecting data and testing hypotheses, the investigators recommend for teachers group research as more stimulating and enjoyable than the individual approach, because of increased interest and the development of ability to understand children more thoroughly. In fact, all organized teaching, in which its entire potentiality is realized, comes close to being research.—*G. E. Bird.*

1433. Macomber, Freeman Glenn. (*Drake U., Madison, N. J.*) **Guiding child development in the elementary school.** New York: American Book Co., 1948. viii, 335 p.—The principles of guiding the learning process, and the development of social behavior as a part of the learning process are presented simply and non-technically. The book is aimed at prospective teachers of elementary and junior high schools. The basic philosophy is that the modern teacher, in addition to teaching sub-

jects, must know children and society, and be able to guide children in their experiences.—G. S. Speer.

1434. Parsons, Talcott. (Harvard U., Cambridge, Mass.) The social environment of the educational process. *Science*, 1948, 108, 595-596.—Abstract.

1435. Sherman, Mandel, Cranbach, Lee J., & Goldner, Ralph H. (U. Chicago, Ill.) Selected references on educational psychology. *Sch. Rev.*, 1948, 56, 299-302.—A 34-item annotated bibliography presented under the headings of: General and Theoretical Discussions, Learning, Intelligence, Individual Differences, Child Development, and Personality.—R. S. Waldrop.

1436. Shore, Maurice J. Soviet education; its psychology and philosophy. New York: Philosophical Library, 1947. xxii, 346 p. \$4.75.—The foundations of Soviet education are related to Marxian philosophy, and the Marxian theory of education. Following an account of Leninism and the modifications which it produced in Marxian educational theory the author gives a detailed account of recent Soviet education. This is compared with capitalist education both in aims and methods. The professed purpose of Soviet practice is education for the classless society. In spite of differences American and Soviet educators should cooperate for "educational internationalism is not an aspiration but a fact." 84-item bibliography.—M. Murphy.

1437. Tyler, Ralph W. (U. Chicago, Ill.) Educability and the schools. *Science*, 1948, 108, 594-595.—Abstract.

SCHOOL LEARNING

1438. Altus, William D. (U. California, Santa Barbara.) A college achiever and non-achiever scale for the Minnesota Multiphasic Personality Inventory. *J. appl. Psychol.*, 1948, 32, 385-397.—The scores of two groups of college students (achievers, working one-half sigma or more above their tested aptitude level; non-achievers, working one-half sigma or more below level) on the MMPI were compared. There was a tendency for greater maladjustment of the non-achieving students, but Hypomania was the only scale showing a 1% significance between the mean scores of the two groups. On the basis of an item analysis, it is suggested that adjustment items can be found which will be associated with academic achievement and have no relation to intelligence.—C. G. Browne.

1439. Carter, Harold D. (U. California, Berkeley 4.) Methods of learning as factors in the prediction of school success. *J. Psychol.*, 1948, 26, 249-258.—A test was devised to find differences between study habits of good and poor 9th grade pupils. The criterion group of 100 high and 100 low achievers answered questions on a 5 point scale from always to never, to such queries as "Do you stay up late at night to do your studying?" The scoring scheme thus devised was tried on a new group and proved to be a valid predictor of achievement.—R. W. Husband.

1440. Harris, Chester W. (U. Chicago, Ill.) Measurement of comprehension of literature. I. The nature of literary comprehension. *Sch. Rev.*, 1948, 56, 280-289.—This study is designed to answer two questions (1) are there different abilities involved in comprehending different types of literary passages, and (2) do the different types of responses required of the testees involve different abilities. A review of other studies in reading comprehension is presented. The definition of literary comprehension is presented under four major headings (1) translation, (2) summarizing (3) inferring the tone, mood and intent, and (4) relating technique and meaning.—R. S. Waldrop.

1441. Harris, Chester W. (U. Chicago, Ill.) Measurement of comprehension of literature. II. Studies of measures of comprehension. *Sch. Rev.*, 1948, 56, 332-342.—14 literary passages were selected and used in two test settings. Set I was made up of 57 items administered to 106 junior college veterans at the time they were taking the Tests of General Educational Development in Chicago Junior College. The product-moment correlations between all variables were factored by Spearman's two-factor solution with the result that one factor was found sufficient to explain the major part of the variance. In the study of Set II a total of 48 items was administered to a comparable group under similar conditions. A factor analysis again produced one significant factor. A study of behavior-type factors is discussed. The importance of studying testing techniques as well as limitations of the present study are set forth.—R. S. Waldrop.

1442. Johnson, Robert E. (U. Kansas, Lawrence.) Fine arts as a means of personality integration. *Sch. Rev.*, 1948, 56, 223-228.—While allowing for the instruction of the "artistically superior student," the author calls for a readjustment of attitude of the liberal arts college to teach art to the student of ordinary ability as a means of self-expression and achieving a better balanced life. A discussion of the psychology and application of imagery is presented. With this different emphasis described, the student may know art as "a clue to self-understanding."—R. S. Waldrop.

1443. Lind, Melva. (Mount Holyoke Coll., South Hadley, Mass.) Modern language learning: the intensive course as sponsored by the United States Army, and implications for the undergraduate course of study. *Genet. Psychol. Monogr.*, 1948, 38, 3-81.—The history of modern language teaching is reviewed in a systematic way with an attempt to show the relationship between the fourfold, cultural approach of many academic teachers (speech, hearing, reading, and writing) and the oral-aural approach adopted for somewhat different purposes by the United States Army. "Statements to the effect that an intensive course reduces language learning activity by 50 per cent or lowers it to a minimum are misleading to the lay public." For, as the author points out, "... one year of intensive training, in so far as the instructional hours are concerned,

would be the equivalent of at least five years of civilian instruction." Some other important differences between the intensive and the more academic approaches to modern language teaching are as follows: fewer students in the intensive classes, probably lower levels of motivation among college students, academic teachers with less facility in oral expression in the modern language, differences in ultimate needs of the students. The author reports in some detail the reactions of 30 beginning students to linguistic laboratory work taught by young exchange students from France. 177-item bibliography.—G. G. Thompson.

1444. Osburn, Worth J. (U. Washington, Seattle.) **Reading techniques in high school and college.** *Sch. Rev.*, 1947, 55, 408-419.—The purpose of this report is "to describe techniques as used in the Reading Clinic at the University of Washington for the assistance of students who are deficient in reading ability." Diagnostic techniques are described as well as the remedial and corrective techniques for individual use. The main defects in poor reading are reported as slowness and inability to comprehend. The prime needs of the poor reader appear to be the ability to phrase material into meaningful units and the skill of interpreting and organizing the content of the material.—R. S. Waldrop.

1445. Pratt, Karl C. (Central Michigan Coll. Education, Mt. Pleasant.) **Indeterminate number concepts: I. Classification and relation to determinate numbers.** *J. genet. Psychol.*, 1948, 72, 201-219.—The nature and development of vague plural concepts is reviewed. Material is presented under the following headings: concepts in general, number concepts, classifications, indeterminate number concepts in human cultural history, persistence of indeterminate number concepts, and empirical determination of indeterminate number values. 30 references.—R. B. Ammons.

1446. Ruf, H., & Vattuone, G. **Die Hirnpotentiale beim Lesen.** (Brain potentials during reading). *Arch. Psychol.*, 1943, 116, 329.—The electrical properties of the brain were investigated in 20 healthy subjects under the following conditions: (1) reading, (2) eyes closed, (3) eyes open, and (4) fixation. The EEG during reading showed large variations, but generally tended to yield a less well-defined α -rhythm of smaller amplitude. Furthermore, some of the α -waves became more frequent with the passage of time.—J. Deussen.

1447. Sheldon, William. (Syracuse U., Syracuse, N. Y.) **An evaluation of an experimental reading program for medical students.** *J. educ. Psychol.*, 1948, 39, 298-303.—A voluntary class meeting twice a week for 9 weeks, was conducted for 19 medical students whose reading skill was recognized as being at a low level. Speed was emphasized by timing easy selections. Comprehension tests were also given. Class discussions concerned improvement of vocabulary, concentration, memorization, and the reviewing for and taking of examinations. The preliminary and final scores on Iowa Silent Reading

Tests showed large significant gains in rate of comprehension.—E. B. Mallory.

1448. Thompson, Grace M. (U. California, Berkeley.) **College grades and the group Rorschach.** *J. appl. Psychol.*, 1948, 32, 398-407.—128 college students were administered the Group Rorschach in an attempt to predict academic success by those factors in the test which are related to grades but not to intelligence. A quantified scoring of the Rorschach gave a correlation of .38 with semester psychology grades, and a correlation of .04 with the Measure of Verbal Aptitude Test. Clusters of Rorschach patterns characteristic of achieving and non-achieving students are presented.—C. G. Browne.

1449. White, Verna. (Syracuse U., Syracuse, N. Y.) **Measuring achievement in high school English.** *Sch. Rev.*, 1947, 55, 474-483.—This is a second report on a study of further validation of the English test of the USAFI based on the performance of 12th grade English students in a mid-western high-school. In the first part the scores were evaluated in terms of the school and the richness of the curriculum. In the second part, the performance of those who had selected English was studied. Results may be summarized: (1) differences between test performance and expected results are due to factors other than low validity, (2) personal data are reliable for predicting test performance, (3) test classifies pupils into 3 groups on basis of general characteristics, and (4) large scale test programs must be supplemented with personal data if true validity is attained.—R. S. Waldrop.

[See also abstract 1193.]

INTERESTS, ATTITUDES & HABITS

1450. Hecht, Carol A., Grine, Ruth J., & Rothrock, Sally E. **The drinking and dating habits of 336 college women in a coeducational institution.** *Quart. J. Stud. Alcohol*, 1948, 9, 252-258.—A 20% sample including 336 women of sophomore or above standing was interviewed and filled out a questionnaire concerning habits. There were no refusals among subjects. Frequency of drinking and frequency of dating were closely associated, but the frequency of dating while being engaged or its equivalent was inversely associated with frequency of drinking.—W. L. Wilkins.

1451. Lehner, George F. J., & Hunt, Edward L. (U. California, Los Angeles 24.) **Use of the Hildreth Feeling and Attitude Scales with college students.** *J. Psychol.*, 1948, 26, 217-222.—The Hildreth Feeling and Attitude Scales were developed in a military hospital, presumably on males, and the present survey was to check scores on college students of both sexes. 129 students in a lower division Psychology course completed the test blank. Differences between hospital and college populations were slight, likewise there were no special differences between total scores of men and women. In each case, however, some item differences existed.—R. W. Husband.

1452. Zeligs, Rose. (Avondale Public School, Cincinnati, O.) Intergroup attitudes of high school students. *J. educ. Psychol.*, 1948, 39, 273-280.—The Zeligs' Intergroup Attitudes Test was given to several groups, totaling 117 high school students. The responses are tabulated to show the relative social distance of relationships such as cousin, roommate, chum, etc., and the indices of friendliness toward various races and nationalities. Some of the verbalized reasons given by the children to explain their likes and dislikes, are also presented.—E. B. Mallory.

[See also abstract 1524.]

SPECIAL EDUCATION

1453. Jones, Daisy Marvel. (Dept. Elementary Education, Richmond, Ind.) An experiment in adaptation to individual differences. *J. educ. Psychol.*, 1948, 39, 257-272.—Individualized instruction, modified in accordance with the children's abilities, was given to an experimental group of 125 fourth grade pupils. A matched control group received the regular instruction for the 4th grade, which was varied only incidentally in relation to individual capacities. Differences between preliminary and final tests in school subjects showed significantly greater improvement on the part of the experimental group. 20 references.—E. B. Mallory.

1454. Kirk, Samuel A., & Erdman, Robert L. Education of mentally handicapped children. Urbana, Ill.: College of Education, University of Illinois, 1948. 47 p. (*Univ. Illinois Bull.*, 1948, 46(14)).—This selected and annotated bibliography includes literature on the education of the mentally retarded. The entries are grouped under 7 classifications: Books; Characteristics, selection, and placement; Philosophy, organization, and administration; Curriculum and instruction; Special aspects of instruction; Social and vocational adjustment; Miscellaneous. The arrangement is alphabetized by author within the classifications, and a general author index is provided.—C. M. Louttit.

[See also abstracts 1265, 1425.]

EDUCATIONAL GUIDANCE

1455. Feingold, Gustave A. (Bulkeley H. S., Hartford, Conn.) A new approach to guidance. *Sch. Rev.*, 1947, 55, 542-550.—Guidance is a new catch word slogan for educators and parents. The evaluation of the meaning of the term guidance is traced from its original meaning of vocational through educational, personal, and social connotations. The author calls for a new point of view toward handling "behavior problems" namely, the discovery of reasons for aberrant behavior. Cases handled from the new point of view are described.—R. S. Waldrop.

1456. Graham, Alva Whitcomb. (Duniway Sch., Portland, Ore.) Personal and social adjustment of high school students. *Sch. Rev.*, 1947, 55, 468-473.—During a 6 weeks workshop demonstration course,

the California Test of Personality, Intermediate Series was administered to 43 volunteer pupils. Observations of the teachers on factors of personal and social adjustment of the individual pupils were noted. These written observations revealed (1) "teachers believed the test presented an accurate picture of the children they observed; and (2) the teachers found it difficult to cite either items of behavior or to give the particulars which had led them to the conclusions which they drew." The various items of the test are presented with discussion of the reactions of the workshop teacher to them. Response to the workshop was summarized as: increasing the intensity of the teacher's interest in the pupils, producing an emphasis on securing adequate information, and in greater attention given to personal and social orientation.—R. S. Waldrop.

1457. Lauck, Marie T. (Municipal Court, Marion County, Indianapolis, Ind.) A search for evidence that guidance in school prevents delinquency in adults. *Sch. Rev.*, 1948, 56, 26-35.—This attempt at a practical evaluation of high school guidance programs, is based on planned interviews with an experimental group of 100 delinquent adults. A brief review of similar studies is given. The experimental group is compared with a non-delinquent control group as to school behavior record, guidance experience in school, present job satisfaction, and educational levels attained. The author draws the following conclusions: (1) some delinquent adults have shown no previous inclinations to delinquency, (2) appearing before the school principal for behavior is no criterion of future delinquency, (3) guidance seems to prevent delinquency in adulthood, (4) "vocational dissatisfaction in adulthood contributes to adult delinquency" and (5) guidance would be more effective if begun in the elementary grades.—R. S. Waldrop.

1458. Manley, A. E., & Himes, J. S., Jr. (North Carolina Coll., Durham.) Guidance: a critical problem in Negro secondary education. *Sch. Rev.*, 1948, 56, 219-222.—A report on an exploratory study to examine the extent of guidance in Negro secondary schools of the southeastern region. Table I shows the number of urban and rural schools in the study area and Table II gives the number of teachers trained in guidance as distributed according to rural-urban location. Results indicate trained guidance personnel is largest need. "... while two-thirds of the teachers have no training, two-thirds of the schools have programs in which all teachers must share." The difficulties are increased because of the social complexity of the school situation.—R. S. Waldrop.

1459. Strang, Ruth. (Columbia U., New York.) Guidance young people want. *Sch. Rev.*, 1947, 55, 392-401.—The author reports the verbatim discussion of 12 students of the question "What guidance do junior and senior high school students need and want?" Following an introduction of the panel, each participant was asked to tell of the guidance work in his school. Both vocational and personal

problems were discussed. In summary, the pupils emphasized the need for individual understanding, pointed out the need for guidance, recognized the possibilities for guidance through group participation, and spoke for a listening attitude on the counselor's part.—R. S. Waldrop.

1460. Symonds, Percival M., & Sherman, Murray. (Columbia U., New York.) A personality survey of a junior high school. *Sch. Rev.*, 1947, 55, 449-461.—The authors present an answer to the need for "methods of surveying the adjustment status of school populations." The survey made in the fall of 1946 interpreted the term in broad but definite terms. The 8 criteria used in the present study were: age, vocabulary, paragraph comprehension, a pupil questionnaire, teacher rating, sociometric rating, absence, and marks. A table of intercorrelations for the 8 variables is given.—R. S. Waldrop.

1461. Wimmer, Nancy E. Guidance in secondary schools. *Sch. Rev.*, 1948, 56, 343-349.—A report of a survey made of the guidance procedures and practices at the secondary level. A report of the results of 447 questionnaires returned by secondary schools relative to the guidance practices and procedures. A tabular breakdown is given of the "percent of 447 schools using certain methods to treat specific topics and to provide specific services to educational, vocational and personal adjustment." The results of the study are (1) the counselor plan is the most generally used, (2) the schools are concerned with all problems of its students, (3) guidance materials are most frequently made available through the counselor or the library, and (4) guidance activities are most frequently carried on by home room and counselor.—R. S. Waldrop.

1462. Wrenn, C. Gilbert, & Dreffin, William B. (U. Minnesota, Minneapolis.) The Army consultation service and school guidance programs. *Sch. Rev.*, 1947, 55, 420-424.—A report on experience in an Army consultation service as it could apply to school situations inasmuch as there are common individual problems whether in the Army or at school. The Army Consultation Service had two primary functions: (1) to assist in personal adjustments, and (2) to eliminate those unfit for Army service. In order to handle the volume and allow better service for the needy "out-clinics" or a screening and referral position was established with a trained psychologist in charge. Implications for schools are discussed under: out-clinics, orientation and reorientation, understanding an individual's response to his group, permissive counseling situations, and group learning. In conclusion, the authors call for the schools with similar problems to make better use of techniques available to them.—R. S. Waldrop.

[See also abstracts 1059, 1293, 1327.]

EDUCATIONAL MEASUREMENT

1463. Havens, Virginia. (U. Texas, Austin.) A prediction of law school achievement from high-

school rank, reading test scores, psychological test scores, and average grade in pre-law courses. *J. educ. Psychol.*, 1948, 39, 237-242.—Freshman law school grade showed a correlation of .31 with vocabulary, .41 with comprehension, and .41 with reading speed. Achievement in the freshman law courses could be predicted by means of a regression equation with a standard error of ± 8.1 . 16 references.—E. B. Mallory.

1464. Newman, Sidney H., & Bobbitt, Joseph M. (U. S. Public Health Service, Washington, D. C.) The development of entrance tests for the United States Coast Guard Academy. *J. appl. Psychol.*, 1948, 32, 248-254.—From a group of 700 to 2200 applicants, approximately 150 cadets are selected each year for entrance to the Coast Guard Academy. The present battery of entrance tests is the result of cooperative research begun in 1943, and represents the culmination of gradual changes which have resulted in a new system. The battery includes 20 hours of achievement, aptitude, and ability tests, in addition to psychological interviews. Statistical research studies on the tests are now in progress. 12 references.—C. G. Browne.

[See also abstract 1181.]

EDUCATION STAFF PERSONNEL

1465. Billig, Albert L. (Allentown (Pa.) High School.) A survey: teacher, teacher relationship. *Proc. Pa. Acad. Sci.*, 1947, 21, 76-79.—An analysis of the 47% return from 510 questionnaires circulated among professional employees of the Allentown (Pa.) School District, gave an indication of the kind of teacher-teacher relationship existing. Examples are given of behavior listed as (1) very annoying, (2) desirable, (3) slightly irritating. There was some difference evident between teachers of less than, and more than, 5 years service. The mean attitude was 3.1 on a 5 point scale, with 1 as unsatisfactory. While the relationship indications were satisfactory, there are definite grounds for improvement.—C. M. Louttit.

1466. Billig, Albert L. (Allentown (Pa.) High School.) Teacher, pupil relationship. *Proc. Pa. Acad. Sci.*, 1948, 32, 158-160.—A survey of teacher-pupil relationships was made by means of a questionnaire to the teaching staff of the Allentown (Pa.) School District during 1946-47. Examples are given of 3 types of relationships analyzed from the returns: deterrents to harmonious relationships, behavior facilitating such relationships, and irritating behavior. The pattern of complaints made by teachers indicates that "as a generalization, competition for dominance is direct and often undisguised."—C. M. Louttit.

1467. Miel, Alice. [Ed.] (Teachers Coll., Columbia U., New York.) Better teachers for children through better teacher evaluation. *Teach. Coll. Rec.*, 1948, 50, 92-100.—Discussions by the class in supervision in the elementary school of Teachers College provided the material for this study. Plans for

evaluating teacher personnel, a proposed master-teacher plan, proposals for better guidance and evaluation in pre-service training, evaluation during the probationary period and evaluation of established teachers are the main topics considered. The conclusion is reached that the general level of competence in the profession can be raised through careful screening in the pre-service and probationary period, a program of co-operative curriculum planning as a means of in-service education, continuous co-operative evaluation of the teacher's work, adequate supervision and guidance help for teachers, and adequate salaries.—G. E. Bird.

PERSONNEL PSYCHOLOGY

1468. Albert, Harry. (San Francisco (Calif.) Civil Service Comm.) **An experiment in cooperative examining.** *Publ. Personnel Rev.*, 1948, 9, 177-182.—Several civil service agencies in the San Francisco Bay area cooperated in administering tests for stenographers and typists. This is the story of the administrative, organizational, and operative problems involved.—H. F. Rothe.

1469. Aronson, Albert H. (Federal Security Agency, Washington, D. C.) **Personnel administration in public health.** *Amer. J. publ. Hlth*, 1948, 38, 1103-1108.—This is an examination of the contribution which adequate personnel techniques can make to government agency operation. The differences found in personnel administration between a public agency and a private institution are recognized. The author calls for a balance in emphasis on merit and on system. Development of personnel administration lies in engineering and psychology. The contributions of both are noted as related particularly to public health programs. Warning is given against careless selection of a personnel administrator and against the feeling that such selection takes care of the personnel problem. Duties of such an administrator are discussed as (1) job analysis, (2) salary plan, (3) employee training, (4) counseling services to employees, (5) evaluation of employee performance, and (6) employee placement, separation and promotion. The author cautions "that the techniques of personnel administration, . . . are no substitute for administrative leadership."—R. S. Waldrop.

1470. Fitzpatrick, F. L. (Roca Ltd., Queensland, Australia.) **Formulating a company personnel policy.** *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1947, 3(4), 3-11.—A written set of principles and coherent policy is needed to deal with problems arising in the employment of people. The general content of the following areas of personnel activities in an Australian manufacturing company's "Personnel Policy and Rules" bulletin is discussed: employment, supervision, wages and incentives, management-employee relations, unions.—C. G. Browne.

1471. Fraser, Russell. **The incidence of neurosis among factory workers.** London: H. M. Stationery Office, 1947. 66 p. 1s. 3d.—Study of over 3,000 male

and female workers in English light and medium engineering factories revealed that 10% had suffered from disabling neuroses, and 20% more from minor forms of neurosis, during a 6 months period. Neurotic illness caused between a quarter and a third of all absence from work due to illness—a loss equivalent to an annual absence of 3 working days by every man and 6 days by every woman studied. Results of the survey, method of study, and an analysis of the results are given in detail. 12 references.—C. G. Browne.

1472. Giese, William James. **How better personnel selection can reduce factory costs.** *J. appl. Psychol.*, 1948, 32, 344-353.—The body of a report submitted to an industrial concern considering the installation of a testing program for job applicants is presented. Considering productivity, and turnover of various job groupings in the plant, it is estimated that \$12,000 a year can be saved with the program, assuming rejection of 1 out of 10 applicants and a validity coefficient of .40 between the psychological aides used and productiveness.—C. G. Browne.

1473. Hundley, D. H. (Command & General Staff Coll., Fort Leavenworth, Kans.) **Instruction in personnel matters.** *Milit. Rev., Ft. Leavenworth*, 1948, 28, 32-35.—As part of the program of adequate preparation of Army general staff officers a Department of Personnel has been established at the Command and General Staff College. A G-1 Manual prepared in 1947 and recently revised is used as a guide and text in this course. Included in the course are many subjects relative to personnel selection, control and management, as well as numerous record keeping procedures essential to the maintenance of orderly handling of personnel matters. Applied psychological theory and practice is taught and officers taking this course are made familiar with basic elements in personnel psychology. Included also is orientation material on military government, problems of personnel replacement, manpower procurement and methods of conducting staff studies. Field work as a basis for practical orientation is provided in industrial plants of nearby Kansas City, Mo.—M. A. Seidenfeld.

1474. Lawshe, C. H., & Harris, Frank, J. (Purdue U., Lafayette, Ind.) **Contributions of military psychology to personnel training.** *Personnel*, 1948, 25, 127-136.—The specific contributions to training practice and theory by psychologists during World War II are reviewed. Military men soon realized that psychologists had more to offer than the determination of IQ's. Major industrial implications to be derived from the manifestly successful approaches to military problems are presented, in terms of training research, design of training equipment, measurement of learning success, standardization of training methods, and the general possibilities of the psychologist in industry. 25 references.—M. Siegel.

1475. Moberly, Russell L. (U. Wisconsin, Madison.) **Job evaluation.** *Bull. Univ. Wis.*, 1947, 1(4). 39 p. \$1.00.—This report presents a survey of a

week of discussions and papers in a Special Institute on Job Evaluation offered by the University of Wisconsin Industrial Management Institutes. Topics covered include job analysis, an explanation of what job evaluation is, and descriptions of 6 job evaluation systems.—C. G. Browne.

1476. Sisson, E. Donald. (*Personnel Res. Section, Adjutant General's Off., Washington, D. C.*) **Forced choice—the new Army rating.** *Personnel Psychol.*, 1948, 1, 365-381.—This article describes the "forced-choice" efficiency ratings used by the Army since July 1947. The rater selects, from a tetrad containing 2 favorable and 2 unfavorable behavior items, the item which best and the item which least characterizes the ratee. Results based on 50,000 officers have been analyzed and the new method is considered to be "superior to all other methods examined" since it: (1) produces a distribution of ratings relatively free from the usual pile-up at the top of the scale, (2) is less subject to influence by the rank of the officer being rated, (3) is quickly and objectively scored by machine, (4) produces ratings which are valid indices of real worth. A copy of the Efficiency Report and technical data concerning its construction and evaluation are presented.—A. S. Thompson.

1477. Taft, Ronald. (*Institute of Industrial Management, Melbourne, Australia.*) **The functions and authority of the personnel officer.** *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1948, 4(2), 3-8.—Personnel management is an essential part of the management function, but the personnel officer is in the strongest position when he is operating as a professional service or consulting specialist rather than as a line officer. The personnel officer's authority is derived both from his position on the organization chart and from his personal characteristics. These characteristics should include above average intelligence, friendly personality, interest in analyzing situations and people, interest in human welfare, ability to persuade and to teach, and professional training. Perhaps the most important personnel service function is the development and training of supervisors and executives, particularly in human relations.—C. G. Browne.

1478. Whitehead, M. (*Department of Labor and National Service, Melbourne, Australia.*) **Sickness absence among Australian workers.** *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1948, 4, 3-18.—A 1943 study of 10,400 workers in 10 Australian munitions factories revealed that sickness absences amounted to 3.2% of all working days. Women had more sickness absences than males. Main causes of absences were respiratory, digestive, nerves, and fatigue. Absences due to nerves and fatigue caused more lost time among older employees. Other variables discussed include seasonal variations, marital status and dependents, length of service, and rate of pay.—C. G. Browne.

SELECTION & PLACEMENT

1479. Armstrong, Harry G. **U.S.A.F. developments in the selection and classification of fliers.**

Milit. Surg., 1948, 102, 469-473.—Relationships are given between results of screening tests and cost and efficiency of various stages of the training procedure. It is concluded that "the medical service of the U. S. Air Force has pioneered in the development of modern methods of selection and classification of military personnel based on a scientific program directed to the fitting together of the man and the job. There has resulted an enormous saving of time, money, property, and lives and also in increasing the efficiency and effectiveness of flyers." To date the program has been devoted principally to selecting and classifying flying personnel. A similar program is now being carried on in relation to personnel and duties other than flying.—G. W. Knox.

1480. Carson, Leon D. **Problems of flight personnel selection and training.** *Milit. Surg.*, 1948, 103, 32-36.—English statistics indicate a 75% decrease of aerial accidents following the use of elaborated screening tests. Total allied statistics indicate about 90% of flying accidents during the early stages of World War II were caused by the pilots' unfitness for flying, 9% were the result of aircraft defects, and 2% were due to enemy efforts. Following the use of more elaborate screening tests the percentage loss due to the fliers' unfitness decreased to 40%, and by the end of the war, to 12%. In response to new aircraft design the Army, Navy, and other governmental agencies are using new screening techniques. New tests of visual acuity, phoria, depth perception, self-balancing, auditory acuity, and color discrimination are in process. Differential weights of part-tests are in development for differentiation of pilot, navigator, and radioman aptitude. In addition, long term records of regular Air Force personnel are being correlated with test results.—G. W. Knox.

1481. Cox, Kenneth J. (*Hamilton, Ontario.*) **Can the Rorschach pick sales clerks?** *Personnel Psychol.*, 1948, 1, 357-363.—The Harrower-Erickson Multiple Choice Rorschach was administered to 36 salesclerks in the millinery and 72 in the dress departments of a store. Department managers ranked the clerks on the basis of sales records. Items which differentiated the top from the bottom quarter were identified and a scoring key devised. A psychological interpretation of the significant items is made with the caution that check-validation is necessary.—A. S. Thompson.

1482. Groesbeck, Bertham, Jr. **Personnel selection procedures in military aviation.** *Milit. Surg.*, 1948, 103, 16-19.—The first thorough investigation of aptitude tests for flying was made in 1940 by a group of psychologists at Pensacola, Florida, under the auspices of the National Research Council. The validity of 40 psychomotor apparatus tests and paper-and-pencil tests was investigated. The resultant composite examination consisted of 3 major divisions: (1) verbal intelligence test, (2) mechanical comprehension test, and (3) biographical information concerning the applicant. The composite score, termed the "flight aptitude rating,"

consisted of 5 step intervals designated from A (the highest) to E (the lowest). For those of A rating, 10% failed training, while 45% of the E group failed. This test battery was used throughout the war, and, with improved modifications, is still in use. The present improvements in aircraft design and performance necessitate a re-evaluation of test composition. Therefore, an ambitious project is now in progress at the Naval Air Station, Pensacola, Florida. New tests in the area of personality and space perception are being validated. 1000 consecutive naval aviation trainees will receive two full days of experimental psychomotor apparatus tests.—G. W. Knox.

1483. McGehee, William. (Fieldcrest Mills, Marshall Field & Co., Spray, N. C.) **Cutting training waste.** *Personnel Psychol.*, 1948, 1, 331-340.—Many positions in industry require extensive periods of training. New employees show wide variability in the time required to reach an acceptable standard of production. This study of learning curves (in a rug manufacturing mill) revealed that fast and slow learners could be differentiated as early as the 2d week of training. "Separations or transfers at this early stage could have been made with 20% better than chance accuracy and 63% by the end of the 6th week of training." The data were analyzed by means of (1) testing the differences between fast and slow learners at each of the first 8 weeks of job training, and (2) computing multiple correlations between successive combinations of the first 8 weeks of training and a criterion based on the total time required to reach average production.—A. S. Thompson.

1484. MacMillan, Myles H. (Borg-Warner Corp., Chicago, Ill.), & Rothe, Harold F. **Additional distributions of test scores of industrial employees and applicants.** *J. appl. Psychol.*, 1948, 32, 270-274.—Follow-up studies were made in 4 plants to test previous conclusions that applicants for industrial jobs often make a distribution of employment test scores that is different from the distribution of scores on the same test made by the employees against whom the test had been validated. In all 4 follow-up studies, the mean scores of applicants were different from employees. However, since they were as likely to be lower scores as higher scores, the hypothesis that only better applicants apply after testing is started because "the word gets around" is not supported. Additional controls in testing are suggested and the necessity of validating tests for the jobs in question is indicated.—C. G. Browne.

1485. Mandell, Milton M. (U. S. Civil Service Commission, Washington, D. C.) **Testing for administrative and supervisory positions.** *Publ. Personnel Rev.*, 1948, 9, 190-193.—A brief description of the tests used by the U. S. Civil Service Commission for selecting supervisors and administrators. The work is in the experimental stage and the results are promising. A nontechnical discussion.—H. F. Rothe.

1486. Oxlade, M. N. (Department of Labour and National Service, Melbourne, Australia.) **Selection tests for power-sewing machine operators.** *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1948, 4(2), 26-36.—A battery of 5 tests was administered to female power sewing machine operators. Of 3 criteria—standard work samples, supervisors' ratings, trainees' ratings of each other—supervisors' ratings yielded the highest correlations with test scores. All of the correlations between each of the 3 tests used and each of the criteria were statistically significant.—C. G. Browne.

1487. Spriegel, William R., & Wallace, R. F. (Northwestern U., Evanston, Ill.) **Recent trends in personnel selection and induction.** *Personnel*, 1948, 25, 77-87.—Trends are discussed in this report which is based on a survey of 325 firms employing approximately 3,000,000 workers. A numerical breakdown is provided of prevailing practices in regard to sources of recruitment, types of application blanks, role of the pre-employment interviews, use of references, physical examinations, psychological tests and induction practices. Recent changes in personnel practices are pointed up by a comparison of the results of this investigation with those of two earlier surveys.—M. Siegel.

1488. Straker, Dermot. **Standards of acceptance in personnel selection.** *Occup. Psychol.*, Lond., 1948, 22, 140-149.—The use of rigid rejection levels on psychological or educational tests is to be resisted when time is ample, and skilled interviewers are available in adequate numbers. Rigid or semi-flexible levels may be necessary when time is limited or selection is to be conducted by less skilled interviewers. In either case, but especially the latter, provision must be made for appeal to a higher authority in cases of apparent hardship.—G. S. Spear.

1489. Taylor, E. K., & Tajen, Claire. (Personnel Research Section, AGO, Washington, D. C.) **Selection for training: tabulating equipment operators.** *Personnel Psychol.*, 1948, 1, 341-348.—Test scores obtained on the first day of training were compared with criteria of performance on 2 groups of basic trainees and 1 group of advanced trainees in an AGO school for training IBM operators. The 2 criteria (numerical grades based on course examinations and an over-all evaluation made independently by at least 2 instructors) correlated .88. The tests included Clerical Speed, Word Meaning, Arithmetic, Figure Cancellation, and a non-verbal reasoning test. The Clerical Speed and non-verbal reasoning test consistently were most predictive (r 's .42 to .58). The subjective over-all ratings were predicted better than the objective numerical course grades. Test intercorrelations and multiple correlation data are presented.—A. S. Thompson.

1490. Uhrbrock, Richard Stephen. (The Proctor & Gamble Co., Cincinnati, O.) **The personnel interview.** *Personnel Psychol.*, 1948, 1, 273-302.—This article summarizes good practices in personnel interviewing and points out needed areas of research.

Brief suggestions based on experience and research are made for the following interviewing situations: (1) questioning the applicant for non-technical positions, (2) rejection of unsuitable applicants at various points in the selection procedure, (3) interviewing by the foreman, (4) interviewing college trained applicants, (5) recording opinions concerning applicants, (6) the panel interview, (7) promotion interview, (8) attitude interviewing, (9) employee counseling, (10) exit interviewing. A list of questions for interviewing college graduates is presented. It is recommended that interviewers be trained first, in conducting exit conferences, secondly, in making employee attitude surveys, using conversational methods and finally, by participating in the actual hiring of new employees. 172-item bibliography.—A. S. Thompson.

1491. Walker, K. F., & Oxlade, M. N. (Department of Labour and National Service, Melbourne, Australia.) Aptitude tests for the selection of men for cotton textile spinning. *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1948, 4(1), 28-34.—The Spinning Board, Detroit Manual Ability, Lacing Board, and Cording Tests were used in the selection of male employees of a cotton mill. Correlations between test scores and foremen's ratings of speed of learning were: Detroit Test, .53; Cording Test, .56.—C. G. Browne.

LABOR-MANAGEMENT RELATIONS

1492. Davis, Norah M. (U. London, Eng.) Attitudes to work; a field study of building operatives. *Brit. J. Psychol.*, 1948, 38, 107-134.—The interview method was used with 400 workers employed by large building firms at 14 scattered locations. A standard interview form requiring about 30 minutes to cover included questions on the job, working conditions, wages, home life, and health. Two female interviewers were used both of whom reported all interviews as friendly and helpful. A distribution of ages and trades covered is given. The results indicated that the main factors affecting the attitude of workers were (1) assurance of greater security, (2) opposition to payment on basis of results, (3) pride in workmanship, (4) social solidarity of the group, (5) about 50% like foremen, (6) relationship of workers to management "characterized by lack of contact and ignorance," (7) expression of dislike of adverse publicity given workers.—R. S. Waldrop.

1493. Eckerman, Arthur C. (Purdue U., Lafayette, Ind.) An analysis of grievances and aggrieved employees in a machine shop and foundry. *J. appl. Psychol.*, 1948, 32, 255-269.—An analysis of 766 grievances from 327 employees of a Midwestern industrial plant revealed that 30% were filed for pay and wages; 28%, jobs and work; and 10%, seniority. A comparison of grieving and non-grieving employees revealed that the "grievors" had held more jobs, worked longer, received larger wage raises, possessed a higher skill level, had a lower credit standing, participated with greater frequency

in the credit-union, were in better physical condition, and were more likely to be married and have children.—C. G. Browne.

1494. Edwards, R. Stafford. (Edwards and Company, Inc., Norwalk, Conn.) Words are dynamite. *J. appl. Psychol.*, 1948, 32, 370-373.—"An erroneous use of words has been instilled into relations between employers and employees, and even those who do not believe there is real class hatred fan its fires by constant misuse of those words." This concept is developed with such words as labor, management, worker, demands, and grievance. It is good psychological practice to "bring the truth to the surface and deal with it instead of being led into a devastating mirage of misconception and untruth by use of emotionally toned words."—C. G. Browne.

1495. Ife, A. L. (Australian Paper Manufacturers, Ltd., South Melbourne.) The development of a security plan for employees. *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1948, 4(1), 3-11.—To meet the fear of sickness among 3,500 employees, provisions were made for security of income by an improved Welfare Scheme which provides sick benefits, accident pay, pension, and death benefit. Employment with the company has been steady and secure. However, to meet the fear of unemployment, a scale was devised whereby necessary termination notice ranges from 1 to 12 months, depending on length of service with the company.—C. G. Browne.

1496. Jaques, Elliott. (Tavistock Inst. Human Relations, London, Eng.) Field theory and industrial psychology. *Occup. Psychol.*, Lond., 1948, 22, 126-133.—This paper reviews the work of Kurt Lewin and his colleagues, and some related experimental studies. It is concluded that these studies demonstrate to industrial psychologists the necessity of a collaborative role with working groups rather than that of the "expert."—G. S. Speer.

1497. Kangan, M. (Department of Labour and National Service, Melbourne, Australia.) The cost of labor turnover; a review of the literature. *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1948, 4(1), 12-27.—Keeping records of labor turnover is a relatively new activity in Australian business. The review surveys the work that has been done on the cost of labor turnover in other countries. The Australian approach seeks to show the effect of labor turnover on the total financial position of a firm and to express the cost of labor turnover in terms of the profit foregone. 15 references.—C. G. Browne.

1498. Katzell, Raymond A. (Syracuse U., Syracuse, N. Y.) Testing a training program in human relations. *Personnel Psychol.*, 1948, 1, 319-329.—A training program designed to improve understanding of human relations on the part of a group of experienced supervisors was evaluated in 2 ways: (1) by scores on alternate forms of the File-Remmers "How Supervise?" administered toward the beginning and at the end of an 8-week training program, and (2) by ratings by the trainees 6 months after the conclusion of the course. Sixteen 2-hour training

conferences were held to discuss topics dealing with the supervisor and his job, the supervisor and human nature, and the supervisor and leadership. Significantly higher questionnaire scores were obtained on the terminal questionnaire than on the initial one. Analysis of the questionnaire revealed that "the training program was most effective for supervisors whose opinions were most different from those of the experts to begin with, who were not highly experienced, and who were relatively bright." In general, the trainees rated the course as interesting, useful, and worthwhile.—A. S. Thompson.

1499. Kerr, Willard A. (*Illinois Inst. Technology, Chicago*.) On the validity and reliability of the job satisfaction Tear Ballot. *J. appl. Psychol.*, 1948, 32, 275-281.—The Tear Ballot for Industry is designed to measure job morale or job satisfaction. On the hypothesis that job adjustment is likely to show a persistent pattern from past to future, a job tenure rate (total time in labor market divided by number of jobs held) was used as a validity criterion of the 10 items on the Tear Ballot. For 98 wage earners divided among 14 industries, validity coefficients were significant at the 1% level of confidence for 7 items, and at the 10% level for the remaining 3 items. The median reliability coefficient for 8 business groups on the Tear Ballot was .75.—C. G. Browne.

1500. McCreadie, J. J. & Phelan, B. K. (*Department of Labour and National Service, Melbourne, Australia*.) A study of labour turnover. *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1947, 3(4), 12-17.—Labor turnover figures of 10 firms in the textile and clothing industry and 12 firms in the radio and electrical industry over a period of 4 months in 1947 are given. There was a wide variation between individual firms and between different groups of workers. In textile and clothing firms the figures indicate an annual turnover of approximately 100%; in radio and electrical firms approximately 66%.—C. G. Browne.

1501. Miller, Delbert C. (*U. Washington, Seattle*.), & Form, William H. Measuring patterns of occupational security. *Sociometry*, 1947 10, 362-375.—In an effort to measure the stability and security associated with a job irrespective of the personalities involved, 276 occupational histories representative of the Ohio labor force as of 1940 and obtained through personal interview were analyzed. Every job was classified as falling into an Initial, Trial, or Stable work period. Analysis of the distribution of occupations in the trial period according to the occupation of the last permanent job, of the median number of years spent in the initial, trial and stable periods by occupational level, and of the distribution of types of job-period sequences by occupational levels indicates that "1. Progress up the ladder of occupational ascent is relatively infrequent for the manual laboring classes. . . . 2. Job instability and insecurity is real for the domestic service, unskilled, and semi-skilled workers."—H. H. Nowlis.

1502. O'Grady, J. J. (*Vatric Electrical Appliances, Ltd. Adelaide, Australia*.) An experiment in the induction of operatives from overseas. *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1947, 3(4), 18-21.—Girls were brought from Scotland to Australia to help alleviate the shortage of female labor. No basically different attitudes to work or differences in behavior were shown by Scottish workers, and adjustment was rapid.—C. G. Browne.

1503. Tyler, Allan H. A case study of role-playing. *Personnel*, 1948, 25, 136-142.—Role-playing is defined by the author as the acting out, without the use of a script or any previous rehearsal, of a human relations case situation. As employed in this group of industrial organizations, this technique is designed to assist those supervisors who require training in order to handle problems of interpersonal relationships effectively. The technique is illustrated with case materials, and it is stated that production efficiency expressed in quality, quantity, and cost of output was increased.—M. Siegel.

1504. Wadsworth, Guy W., Jr. (*Southern Counties Gas Co., Los Angeles, Calif.*) IV. The Field Review Method of employer evaluation and internal placement. *Personnel J.*, 1948, 27, 183-190.—An employee's potentialities for promotion should be considered as well as his performance on his present job. Those considered problem employees or just satisfactory by their supervisors should be further investigated by a member of the personnel department. The personnel representative should ask the supervisor: (1) What help has been given the employee. (2) What results he has had. (3) What training the employee has had. (4) What training he needs. (5) What action should be taken. The supervisor must make the decisions and not pass the buck for dismissal or demotion onto personnel. To prevent this, the personnel man should ask, "Would it be agreeable with you if I make a note here (on the roster) that you intend to (demote or dismiss) this employee by (such and such) date?" To assure fair play for the employee, the personnel representative should get specific information from the supervisor as to the employee's work. He should find out: (1) If it really is substandard. (2) If it is typically substandard not just occasionally substandard. (3) If it is really worse than that of other employees. (4) If the employee has received fair warning as to what is wrong and given a chance to improve.—M. B. Mitchell.

1505. Wickham, O. P. (*Department of Labour and National Service, Melbourne, Australia*.) Some observations on internal labour turnover. *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1948, 4(2), 20-25.—"Internal turnover is the movement, for whatever reason, of an employee from one work to another so that his services are lost, either permanently or temporarily, to the original situation." The measurement, analysis, and effects of internal movements are discussed.—C. G. Browne.

INDUSTRIAL AND OTHER APPLICATIONS

1506. Hearnshaw, L. S. (U. Liverpool, Eng.) **Industrial psychology in New Zealand.** *Occup. Psychol., Lond.*, 1948, 22, 134-139.—The work of the Industrial Psychology Division in its 3 main activities of research, education, and service, is described from its establishment in 1942 to its reorganization in 1947.—G. S. Speer.

[See also abstracts 1073, 1346.]

INDUSTRY

1507. Ash, Philip. (Pennsylvania State Coll., Pa.) **The reliability of job evaluation rankings.** *J. appl. Psychol.*, 1948, 32, 313-320.—To determine the reliability of job evaluation ratings, 10 trained analysts ranked 27 jobs on 9 factors, using job descriptions. Of the 90 coefficients giving the correlation of the rankings of an analyst on a factor with the median rankings for the factor, 49 exceeded .90; 26 ranged from .80 to .89; 12, from .70 to .79; and the remainder were .69, .66, and .25. The 3 lowest correlations were all for the "Attention" factor. The analysts believed that all of the factors were applicable to every job studied, and that the wide rank-ranges for some jobs were caused by lack of adequate information or personal biases. A table of intercorrelations provides an indication of the factor overlapping. 9 references.—C. G. Browne.

1508. Bellows, Roger M., & Estep, M. Frances. (Wayne U., Detroit, Mich.) **Job evaluation simplified: the utility of the Occupational Characteristics Check List.** *J. appl. Psychol.*, 1948, 32, 354-359.—A committee was trained in job analysis and job evaluation and in the use of the Occupational Characteristics Check List. When applied to 53 main office jobs in a woman's specialty chain by the committee, the OCCL scores correlated .74 with total evaluated points for the job based on responsibility, and training and experience. Further development and appraisal of the check list system as a shorter method of job evaluation is recommended.—C. G. Browne.

1509. Birren, Faber. **On understanding color.** *Illum. Engng, N. Y.*, 1948, 43, 711-716.—A comparison is made between human perception of color and brightness and meter readings. Human perception tends to remain constant with the selective reflectance and albedo of the object itself while meters remain constant with the composition and intensity of the light incident upon the meter or the eye. Thus, insofar as constancy exists, perceptual characteristics are independent of illumination variations of composition and intensity. Color constancy breaks down under dim illumination. The author believes many lighting engineers are not sufficiently aware of the constancy phenomenon. Practical lighting situations necessitating a consideration of visual constancy are described.—G. W. Knox.

1510. Bitterman, M. E. (Cornell U., Ithaca, N. Y.) **Lighting and visual efficiency: the present status of research.** *Illum. Engng, N. Y.*, 1948, 43, 906-931.—Human efficiency is defined as human output per human input, human output being measured in achievement and human input being measured in units of physiological cost. In measuring the effect of lighting on human efficiency, performance tests alone are inadequate as human effort is not taken into account. Various means of measuring the human effort cost of visual work are described. Both performance and visual cost measurements are necessary to determine the human efficiency.—G. W. Knox.

1511. Carroll, Phil Jr. (Soc. Adv. Mgmt, New York.) **Management-labor cooperation in time-study application.** *Mod. Mgmt*, 1948, 8(7) 6-7.—Timestudy is the best means of measuring work. An incentive plan must accompany it, not negotiation. The unions' plea of equal pay for equal work is achieved through timestudy. This is defeated when jobs are made to last longer by holding back production.—R. W. Husband.

1512. Davis, D. Russell. (U. Cambridge, Eng.) **Pilot error; some laboratory experiments.** London; His Majesty's Stationery Office, 1948. 38 p. 25¢ (Great Britain, Air Ministry, A.P. No. 3139A).—"This monograph presents the results of a series of laboratory experiments which throw new light on the nature and causation of pilot error and demonstrate that laboratory experimentation is a practicable means of studying these problems." A variable number of pilots was used in several experiments in instrument flying using the Cambridge Cockpit for purposes of studying flying behavior. This apparatus resembles the Link Trainer but remains in a fixed position while the instruments respond realistically to movements of flying controls. This eliminates from experimental consideration the effects of flight motion. Some of the results reported indicate: "(1) Two types of errors were reported (a) errors of overactions in which movement of controls became excessive and instrument deviations were over-corrected, which were later followed by (b) errors of inattention characterized by relatively large control movements tending to be retarded and of small range. Other kinds of errors due to specific end effect, preoccupation, perceptual disorganization. (2) The incidence of error increased with length of time. (3) Alcohol ingestion produced marked deterioration. (4) Amphetamine produced variable effects but tended to reduce deterioration caused by lack of sleep. (5) Special instruction reduces errors. (6) Errors explained as results of variations in anticipatory tensions. The degree and type of deterioration in the test depended upon the grade and type of neurotic predisposition. (7) The errors were similar to those found in flight performance.—M. A. Seidenfeld.

1513. Eaton, G. L. **Blind flying by ear.** *Air Trails*, 1948, 31(1), 74-75.—In some of the most interesting experiments ever performed it was proven

recently that blind flying can be done by sound signals alone and that a blindfolded pilot can enter and recover from a spin by listening to signals in his earphones. Results are given of project "FLYBAR" which was started in 1943 when Capt. Luis de Florez requested that NDRC look into the development of useful blind-flying auditory signals. It was learned that as many as four simultaneous sounds could be identified and acted upon, without interfering with radio and interphone. Study is being made by the Bell Telephone Laboratories to develop a 15-lb automatic annunciator, which will actually announce the readings of various instruments in easily understood words. It was concluded that this research may keep the services and the public waiting for a few years, but the results will be well worth it.—(Courtesy of *CADO Tech. Data Dig.*)

1514. King, Pearl H. M. Task perception and interpersonal relations in industrial training: Part II. *Hum. Relat.*, 1948, 1, 373-412.—This article describes the efforts to train workers on a bottleneck task that usually takes approximately 18-36 months to learn. This task, linking, was usually considered to be an inborn capacity by most employees and few attempted or succeeded in learning it. A vestibule school was introduced, and it was organized around a graded series of tasks approaching the final one in similarity and precision. It was successful on all but the linking operation. A psychologist, functioning as a trainee, discovered that previous workers had made a faulty analysis of the skills required by the job. There were two major difficulties: a reversible figure ground relationship that was finally stabilized by referring the figure to a specific set of motor responses and tactile perceptions. This latter procedure resulted in a domination of perceptual horizontals over verticals. Second, emphasis had been placed on a more mobile limb while it should have been on one which made very subtle compensatory movements. These accomplishments were seriously threatened by motivational factors and group atmosphere effects and it was necessary to reorganize the social structure of the work shop. Concluding remarks concern the role and status of the psychologist in the industrial setting. (see 22: 481).—R. A. Littman.

1515. Mead, Leonard C. (Navy Special Devices Center, Sands Point, N. Y.) A program of human engineering. *Personnel Psychol.*, 1948, 1, 303-317.—Human engineering seeks to match human beings with modern machines so that their combined output will be comfortable, safe, and more efficient. Human engineering is an outgrowth of motion study, recognition of individual differences, and the application of experimental psychology. A program of human engineering is described including studies of the optimal environment, equipment display, equipment control, and man-machine systems. Results of research in these areas by the Special Devices Center of the Office of Naval Research are presented.—A. S. Thompson.

1516. Nickerson, Dorothy. The illuminate in textile color matching. *Illum. Engng. N. Y.*, 1948, 43, 416-467. The effect of variations of light source composition, intensity, and distribution of artificial light on color matching judgments of textile color matchers is investigated. Comparisons are made between color matcher's illumination preferences and the objective findings.—G. W. Knox.

1517. Pearson, H. J. C. Visual landing aids for use in restricted visibility. *Illum. Engng. N. Y.*, 1948, 43, 736-742.—An investigation is made concerning the inter-relationships of brightness, distance, color, and surround relative to optimum performance in the landing situation. There is no practical variation of color perception with distances within the variance of the runway. Light intensity and distribution necessary for maximum perceptibility with minimum distracting glare, are considered.—G. W. Knox.

1518. Stanway, H. Geddes. Applied job evaluation; a manual of installation and operating methods. New York: Ronald Press, 1947. viii, 81 p. \$3.50.—The purpose of this manual is to aid executives, supervisors, and personnel men in setting up job evaluation plans. It is developed on a step-by-step basis working manual for those who are not specialists, but who need to understand the "whys" and "hows." The general topics covered include the basis of job evaluation, step procedure in job evaluation, installation and administration of a job evaluation plan, and review of methods of job evaluation. 19 references.—C. G. Browne.

[See also abstract 1111.]

BUSINESS & COMMERCE

1519. Eckstrand, Gordon, & Gilliland, A. R. (Northwestern U., Evanston, Ill.) The psychogalvanometric method for measuring the effectiveness of advertising. *J. appl. Psychol.*, 1948, 32, 415-425.—The total log conductance change during exposure to a series of advertisements was measured to judge the effectiveness of advertising, using volume of sales induced as a criterion. The sales effectiveness of ad A was 2.1 times as great as the other ads in the pancake series, and the galvanic responses for ad A were "better" at the 7% level of significance. The baby food and flour ads yielded no significant differences between sales effectiveness or galvanic responses. The technique gives promise as an objective evaluation of ads and advertising appeals.—C. G. Browne.

1520. Pronko, N. H., & Bowles, J. W., Jr. (U. Wichita, Kans.) Identification of cola beverages. I. First study. *J. appl. Psychol.*, 1948, 32, 304-312.—108 college students tasted and named four different brands of Cola beverages. The percentage of correct responses was 46, 43, 36, and 1. When the same brand of Cola was presented 4 times to 60 subjects, divided into 4 groups, the percentage of correct responses was 42, 35, 23, and 5. From one third to over two thirds of the responses were in-

correct on the basis of the subjects' likes and dislikes. It is concluded that the identification response of Cola beverages is not a function of the physico-chemical properties of the stimulus objects, but a matter of using an available tag or label for it based largely on familiarity.—C. G. Browne.

[See also abstracts 1274, 1489.]

PROFESSIONS

1521. Caldwell, Lynton K. (Syracuse U., Syracuse, N. Y.) The New York State internship program. *Publ. Personnel Rev.*, 1948, 9, 183-189.—Description of a joint program between some state civil service agencies and some universities for internships and graduate school study in public administration.—H. F. Rothe.

1522. Fairbanks, Rollin J. (Harvard U., Cambridge, Mass.) Ministering to the sick. *J. clin. Pastoral Wk.*, 1948, 1, 6-18.—Ministering to the sick is not primarily a healing but a reconciliation of man to himself, to his neighbor, and to his heavenly Father. In the variety of human ailments it is essential to understand the specific needs of each patient. Many patients suffer from anxieties, discomforts, hostility, humiliation, and loneliness. They need to face their fears, gain additional morale, have a religious affirmation of faith, acceptance of the burden of illness or adjustment to approaching death. They need companionship and empathy, with practical and personalized answers to theological questions. Pastoral methods include (1) establishing a desirable pastoral relationship, (2)

making a spiritual diagnosis, and (3) offering appropriate pastoral therapy with sacramental and other services as prayer, scripture, assurance, personal interest, moral neutrality or resiliency, quietness and listening.—P. E. Johnson.

1523. Nahm, Helen. (Duke U., Durham, N. C.) Satisfaction with nursing. *J. appl. Psychol.*, 1948, 32, 335-343.—184 students in the Duke University School of Nursing and 428 students in Schools of Nursing in Minnesota were administered the Hoppock Job Satisfaction Scale. The Duke students also responded to a questionnaire on factors associated with satisfaction in nursing. Freshman students showed significantly higher satisfaction scores than upper classmen. Discussions of the class differences in satisfactions obtained, problems, attitudes, and suggestions for improvement are included.—C. G. Browne.

1524. Speer, George S. (Illinois Inst. Technology, Chicago.) Measuring the social orientation of freshman engineers. *J. Engng. Educ.*, 1948, 39, 86-89.—Item analysis of the responses made by freshman engineering students and alumni to items on the Social Service Scale of the Kuder Preference Record indicates that the students have an interest in social institutions, but lack an interest in persons as individuals. Graduate engineers show an increase in interest in activities involving direct service to individuals. It is suggested that the experiences of employment tend to develop the social interest, and that the engineering student would benefit from earlier training in this direction.—G. S. Speer.

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